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RESULTS OF QUESTIONNAIRE TO ASSIST IN TRAINING AND ORGANIZATIONAL DEVELOPMENT

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Summary

of

RESULTS OF QUESTIONNAIRE TO ASSIST IN TRAINING AND ORGANIZATIONAL DEVELOPMENT

Statement of Problem

The training Officer of the Bureau of Land Management-California is responsible for designing supervisor and management training courses and developing and implementing organizational development (O.D.) techniques within the State. There is currently no descriptive information about managers and supervisors in terms of their feelings and attitudes about their jobs or about supervisor and leader behavior descriptions to serve as a basis for developing training courses and O.D. techniques. As there are both line and staff structures within the State organization, a question has arisen as to whether there are any significant differences in manager/employee relations within the respective structures. There is also a question about how the different levels of supervisors feel about their jobs and their own supervisors.

Sources of Data

An anonymous self-administered questionnaire consisting of Responsibility, Authority and Delegation (RAD) Scales (Stogdill and Shartle 1955), Supervisory Behavior Description (Fleishman 1957), Leader Behavior Description Scales (Stogdill and Shartle 1955) and Employee Opinion Survey (Bolda 1958) was distributed to all supervisors in the top three levels

below the State Director. Of 122 questionnaires distributed, 97 were returned for a response rate of 80 percent.

An identical, anonymous self-administered questionnaire omitting the RAD Scales was distributed to a 20 percent random sample of nonsupervisory employees and lower level supervisors. Of 127 questionnaires distributed, 89 were returned for a response rate of 70 percent.

Conclusions Reached

There is a consistent decline in the amount of perceived responsibility, authority and delegation among all supervisors, with the exception of the District Division Chiefs. Supervisors feel that they need more authority to equal the amount of their perceived responsibilities. Most supervisors need to learn how to better delegate tasks to their subordinates or else clarify responsibilities that subordinates possess. District supervisors perceive they have less responsibility and less authority than do State Office supervisors.

Supervisors appeared to be equal in consideration and structure initiation; however, not at a particularly high level. The State Director is the exception in that he does initiate structure more with District Managers than with State Office Division/Staff Chiefs.

District Managers are rated significantly higher in relations with subordinates by the District Divison Chiefs than by the Area Managers. The State Office Division/Staff Chiefs scored the State Director significantly higher in communication and integration and higher in relations with subordinates and superiors than did the District Managers.

Bureau employees generally have interesting, worthwhile jobs in a field in which they want to stay; however, over 50 percent of the respondents feel their job does not allow them the full use of their abilities.

Forty-four percent of the District respondents and 28 percent of the State Office respondents feel their job counts for little. Thirty percent of the respondents feel they are not learning from their work.

Seventy-five percent of the Area Managers and half of the District Office Division Chiefs, District Managers and State Office Branch Chiefs feel that too much work is expected of them.

State Office non-supervisors and lower-level supervisors describe their jobs as dull and monotonous more often than do either State Office higher-level supervisors or District respondents.

Generally there are some differences inthe perceptions of line and staff respondents in the areas of responsibility, authority, delegation, leader behavior descriptions and job satisfaction. However, the results of the questionnaire emphasizes the areas in which supervisor training and O.D. needs emphasis more than suggesting that line and staff or different levels of supervisors have differing training or O.D. needs.

INTRODUCTION

Purpose

The purpose of this project is to provide descriptive information about managers and supervisors to the Training Officer of the Bureau of Land Management-California. The Training Officer is also responsible for organizational development programs. The descriptive information will serve as a basis for supervisor and management training and organizational development (O.D.) techniques that will be designed and implemented by the Training Officer.

Problem

The Bureau of Land Management, an agency of the U.S. Department of the Interior, is interested, like many organizations, in providing training that is relevant to improving the quality of work performed and the well-being of its employees. Training is generally provided by the Office of Personnel Management (OPM) or by the Bureau itself, coordinated and conducted on a Bureauwide basis by the Washington D.C. office or by the Denver Service Center. While OPM courses are still available, the Bureau is placing less emphasis on Bureauwide courses and more emphasis on courses offered by each state organization.

The Training Officer of the California State Office of the BLM has the responsibility for developing, scheduling and implementing training courses. He feels that it would be valuable in designing training courses

to know something about the California Bureau employees in terms of their feelings and attitudes about their jobs and the interrelationship between supervisors and subordinates. The most difficult courses are not those that teach technical matters, but, rather, those courses that deal with management. The Bureauwide management courses have tended toward trying to teach managers and potential managers how to deal with their subordinates on a personal level and have shied away from the more technical "how-to" types of instruction.

The Training Officer feels that information about how supervisors and subordinates within the BLM-California interact will better enable him to guage whether the supervisors need more technical types of courses or whether to continue in the traditional manner. As there are both line and staff structures within the state organization, a question has arisen as to whether there are any significant differences between manager/employee relations within the respective structures. Currently there is no differentiation made in training.

There is also a question about how the different levels of supervisors feel about their jobs and their own supervisors. This information would be very useful in developing management training courses as well as a research base upon which to develop a comprehensive organizational development program. All of the concerns stated above are very basic as there has never been an attempt in the past to obtain information of this type within BLM-California.

Agency Setting

The BLM-California organization administers 18 million acres of public land: 16.5 million in California, which is one-sixth of the land surface of the State; and 1.5 million acres in Nevada. In addition, BLM-California is responsible for 2.5 million acres of subsurface mineral reserves under private lands. Public lands under BLMCalifornia jurisdiction range from densely forested sections on the North Coast to the Desert California in the southern portion of the state. These lands contain some of the nation's prime geothermal resources as well as other energy sources and valuable minerals. They contain 240,000 acres of commercial timber land and nearly 10 million acres of grazing land. Some 17 million visitor days of recreation use occur annually on these lands; and scenic, wildlife, wilderness and environmental values are abundant throughout.

The only two National Conservation Areas in the United States, the King Range and the California Desert, are located in the state of California and are managed by BLM-California. The King Range comprises 60,000 acres of scenic land on the North Coast; and the California Desert spans over 25 million acrea (one-fourth of the State's land surface), of which 12.5 million acres are public land.

The State Office manages BLM programs state-wide through five District Offices: Bakersfield, Susanville, Redding, Ukiah and the California Desert (located in Riverside). Districts are further divided into Resource Areas, with three each in the Redding and Susanville Districts, two

Agency Setting

in Ukiah, four in Bakersfield and six in the Desert District. Most of the Resource Area Offices are detached at some distance from the District Offices, placing them near the lands they manage and close to the people with whom they deal.

The BLM workforce in California consists of between 650 and 700 employees. The operating budget for Fiscal Year 1981 was $25.6 million.

Theoretical Framework

It is probably reasonable to say that the type of supervisors that will produce the most satisfaction in a given group of workers is one that is keyed to the nature of the job, the needs and personalities of the workers and the personalities of the managers. To say that participative management or high consideration management or democratic supervision is always best extends conclusions far beyond available data.

The RAD Scales

The RAD Scales were designed to measure the different degrees of perceived responsibility, authority and delegation as exhibited by individuals who occupy administrative or supervisory positions.

The RAD Scales were developed for experimental purposes. According to Stogdill and Shartle (1955), it is believed that the scales have practical utility in gaining an increased understanding of the responsibility-authority relationships among the members of organized groups. Previous results suggest that in order to understand the relationships exhibited by a given supervisor and his/her immediate subordinates, it may be necessary to study the authority-responsibility-delegation pattern of a supervisor in a still higher level of the organization or of subordinates in lower

levels. Therefore, if it should be found in the study that a particular supervisor is failing to delegate adequately to his/her subordinates, the finding does not automatically imply the recommendation that the supervisor be instructed to give his/her subordinates more authority. It might be well to determine whether the subordinates are able or willing to carry out the responsibilities assigned to them, or whether the source of difficulty might be located in a higher or lower level.

The patterns of relationships that operate in authority-responsibility interactions are of such a complex and obscure nature that they are not readily detected by direct observation. Stogdill and Shartle (1955) feel that instruments such as the RAD Scales can be of considerable value in building a body of information that will aid in better understanding of the operations of organized groups.

Supervisory Behavior Description

Studies at Ohio State, under the leadership of Carrol Shartle, aimed to discover the dimensions of on-the-job leadership. They came up with two dichotomous variables: consideration and initiation of structure.

Consideration connotes rapport between the supervisor and his/her employees, a mutual warmth and trust, a concern for the needs of the members of the work group, an attitude that encourages participative management and two-way communication. Structure, on the other hand, refers to efforts to insure that the work of the group is organized, coordinated, sequential, organizationally relevant, and effective in attaining the objectives of the department or section. In a sense, then, consideration is geared to the needs of the employees, initiation of structure to corporate demands.

The Supervisory Behavior Description (Fleishman 1957) elicits information from subordinates about supervisor's behavior on these two factors: consideration and initiating structure. Consideration, indicating how considerate the supervisor is of employee feelings, and initiating structure, indicating the extent to which the supervisor facilitates group interaction toward goals attainment, emerged from factor analytic studies as the major factors predicting leadership performance.

Leader Behavior Descriptions

The Leader Behavior Descriptions were devised by Stogdill and Shartle (1955) for research purposes and developed for the purpose of describing behavior objectively in terms of its frequency of occurance. Descriptions by subordinates have been shown to be meaningful and differentially related to other measures of leader performance and organization structure.

The factors described are as follows:

Communication - Description of communicative behavior

Representation - Description of speaking and acting in behalf of the group

Organization - Description of behavior that prescribes ways of doing things

Integration - Description of behavior that tends to hold the group together as a working team

Subordinates - Description of cordial relations with subordinates

Superiors - Description of cordial relations with superiors

The Employee Opinion Survey

One subscale contained in the Employee Opinion Survey developed by Bolda (1958) purports to measure employee attitudes toward job activity.

METHOD AND PROCEDURES

Design of Inquiry

The inquiry consists of a self-administered questionnaire (Appendices A and B) that was distributed to all supervisors as defined below and a sample of non-supervisory personnel. The questionnaire includes all or part of the Responsibility, Authority and Delegation Scales: The RAD Scales (Stogdill and Shartle 1955), Supervisory Behavior Description (Fleishman 1957), Leader Behavior Description Scales (Stogdill and Shartle 1955) and Employee Opinion Survey (Bolda 1958).

The results allow a description and comparison of how supervisors in both the line and staff structures and at the various supervisory levels perceive themselves and how their subordinates, who may themselves be supervisors, perceive them. The results also give an indicator of overall employee opinion at the non-supervisory and three supervisor levels of line and staff personnel.

Since the questionnaire emphasizes selective areas of supervision and job satisfaction, the results can not be interpreted as an all inclusive, definitive description of BLM managers, supervisors or non-supervisors. It will, however, provide an indication of respondent perceptions in the selected areas of inquiry.

Sampling Procedures

All those persons who are in the three levels of management below the State Director/Associate State Director were asked to complete the three-part self-administered questionnaire. Included in the first level are three State Office Division Chiefs (Divisions of Technical Services, Management Services and Resources), three State Office Staff Chiefs (Planning & Environmental Coordination, Public Affairs and EEO) and ten District Managers/Assistant District Managers (Susanville, Redding, Ukiah, Bakersfield and California Desert). The second level include fourteen State Office Branch Chiefs, twenty District Divisions Chiefs and eighteen Area Managers. The third level include eleven State Office Section Heads, nineteen District Branch Chiefs and twenty-four Area Super- visors.

The total universe of supervisors who are in the three levels of management below the State Director/Associate State Director was included so there was no sampling procedure for these study subjects.

All non-supervisory employees and supervisors below the third level, with the exception of employees with temporary appointments, the State Director and the Associate State Director were sampled by work group such that 20 percent (127 employees) were asked to complete a self-administered two-part questionnaire, identical to the threepart questionnaire but omitting the RAD Scales. Individual names in each work group were written on a slip of paper and deposited in a large envelope. Twenty (20) percent of the total slips were drawn at random, replacing each slip after it had been drawn and the name recorded. This was done by the researcher with the assistance of office collegues who drew the slips from the envelope.

Sampling Procedures

Methods of Gathering Data

There were a total of 92 responses asked of the supervisors, consisting of the Responsibility, Authority and Delegation Scales with 12 responses; Supervisory Behavior Description with 48 responses; Leader Behavior Description Scales with 22 responses and the Employee Opinion Survey with 10 responses.

The randomly sampled work groups were asked to complete 80 responses consisting of the Supervisory Behavior Description; Leader Behavior Description Scales and the Employee Opinion Survey.

A transmittal memorandum accompanied each instrument (Appendices A and B). The memoranda were signed by the Chief, Division of Management Services, and explained the purposes of the questionnaire.

A response rate of 80 percent was hoped for. A follow-up memorandum (Appendix C), again signed by the Chief, Division of Management Services, was sent out, extending the date that the questionnaires were due when the hoped for responses were not received and it became apparent from telephone calls that summer field work and absences because of vacations were the primary causes.

All responses from subjects were anonymous and completely voluntary. The response sheets were coded such that the groups could be differentiated.

S-1 State Office Division/Staff Chiefs

S-2 State Office Branch Chiefs

S-3 State Office Section Chiefs

L-1 District Managers/Assistant District Managers

L-2 Area Managers

L-3 Area Supervisors

LS-2 District Division Chiefs

LS-3 District Supervisors

S State Office Staff

L Area Staff

LS District Staff

Description of the Study Sample

Of a total of 249 questionnaires distributed, 186 were returned for an overall response rate of 75 percent. Response rates varied by group from 64 to 90 percent.

Code	Group	Sent	Returned	Response Rate
S-1	S. O. Division/Staff Chiefs	6	5	83%
S-2	State Office Branch Chiefs	14	12	86%
S-3	State Office Section Chiefs	11	7	64%
L-1	District Managers/A. D. M.s	10	8	80%
L-2	Area Managers	18	13	72%
L-3	Area Supervisors	24	21	88%
LS-2	District Division Chiefs	20	18	90%
LS-3	District Supervisors	19	13	68%
S	State Office Staff	40	29	73%
L	Area Staff	46	32	70%
LS	District Staff	41	28	68%

ANALYSIS OF THE DATA

The RAD Scales

The mean, median and mode for all aggregated supervisor responses to the RAD Scales are found on Table 1. In aggregating the responses of all supervisors in the Districts (District Managers, District Division Chiefs, District Supervisors, Area Managers and Area Supervisors) it can be seen on Graph 1 that there is a small (7-12 percent) difference in perceived responsibility (5.8), authority (5.4) and delegation (5.1). The highest possible score is 7.5 with the lowest possible at 1.5.

In aggregating all responses from State Office supervisors (Division/ Staff Chiefs, Branch Chiefs and Section Chiefs) the ratings are 6.3 for responsibility, 5.7 for authority and 5.5 for delegation. Graph 1 shows a 10-13 percent difference in perceived responsibility, authority and delegation; slightly higher differences than found for the Districts.

Graph 2 compares the Districts, which in this case are a compilation of all Area and District responses, and State Office for the three factors. It is interesting to note that the State Office consistently rates higher than the Districts; 8 percent higher in responsibility, 5 percent higher in authority and 7 percent higher in delegation.

Next all supervisory levels in the Areas, Districts, excluding the District Managers, and the State Office, excluding the Division/Staff Chiefs are compared. The Areas rated themselves at 5.6, 5.2 and 4.7, respectively. Graph 3 shows a 7 to 15 percent difference in perceived responsibility, authority and delegation with delegation close to neutral

The RAD Scales

Table 1

RESPONSIBILITY, AUTHORITY & DELEGATION

Highest Score 7.5, Lowest Score 1.5

		Responsibility			Authority			Delegation		
	N	Mean	Med.	Mode	Mean	Med.	Mode	Mean	Med.	Mode
Districts	69	5.8	5.7	5.5	5.4	5.5	5.5	5.1	5.3	5.5
S.O.	23	6.3	6.3	6.0	5.7	5.6	5.7	5.5	5.7	5.5
Areas	32	5.6	5.6	5.5	5.2	5.5	5.5	4.8	5.0	5.5
D.O. (exc D.M.)	29	5.7	5.5	5.5	5.4	5.5	5.5	5.3	5.3	5.0
S.O. (exc D. Ch)	19	6.1	6.1	6.0	5.6	5.6	5.5	5.4	5.7	6.0
Area Supr.	20	5.4	5.5	5.5	5.1	5.1	5.5	4.9	5.1	4.9
AM's	12	6.0	6.1	6.0	5.5	5.6	5.5	4.5	4.4	5.5
Dist. Supr.	12	5.3	5.3	5.5	4.8	5.1	5.5	4.9	5.0	4.5
Dist. Div.	17	6.0	6.0	7.0	5.8	5.6	5.5	5.5	5.4	5.0
DMs/ADMs	8	6.9	7.0	7.0	6.5	6.4	6.0	5.9	6.0	5.5
SO Sect.	7	5.7	5.8	6.0	5.4	5.5	5.5	5.2	5.3	6.0
S.O. Br.	12	6.3	6.4	6.0	5.7	5.6	5.5	5.6	5.8	6.0
Div. Ch.	4	7.2	7.4	7.5	6.3	6.2	5.5	5.6	5.6	4.7

(neutral being 4.5). The Districts have perceived responsibility, authority and delegation scores of 5.7, 5.3 and 5.3, respectively. The difference between responsibility and authority is the same for the Districts as for the Areas. Graph 3 also illustrates that State Office supervisors feel an 8 to 12 percent difference among the factors at 6.1 for responsibility, 5.6 for authority and 5.4 for delegation.

Graph 4 compares the Areas, Districts and State Office for the three factors. The State Office rates higher in perceived responsibility than do the Districts and Areas. Authority shows an increased rating from Areas to Districts to State Office. In the area of delegation, however, the State Office and Districts rate from 8 to 10 percent higher than the Areas.

In looking at the three factors for each level of supervision on Graph 5 it can be seen that the decline among responsibility, authority and delegation is prevalent except for the District Supervisors who, although they felt an 8 percent difference between responsibily and authority, delegated at a level slightly higher than their reported level of authority.

The smallest difference between responsibility and authority is perceived by the District Division Chiefs at 3 percent; the largest difference is 15 percent as perceived by the State Office Division/ Staff Chiefs followed by State Office Branch Chiefs (10 percent). The District Supervisors have the least difference between responsibility and delegation (7 percent) while the State Office Division/Staff Chiefs have the greatest difference (27 percent), closely followed by the Area Managers (25 percent), District Managers (17 percent) and State Office Branch Chiefs (12 percent). The least difference between authority and delegation, other

than District Supervisors as mentioned above, is perceived by State Office Branch Chiefs (2 percent) and the most by Area Managers (17 percent).

As shown on Graph 6, the District Supervisors feel they have the least responsibility (5.3) and the State Office Division Chiefs feel they have the most (7.2), followed by the District Managers (6.9). The District Supervisors have the least perceived authority (4.8), and the District Managers have the most (6.5), followed by the Division/ Staff Chiefs (6.3).

In looking at the Authority and Delegation factors on Graph 6 it is noticeable that State Office supervisors tend to delegate as much as their own supervisors delegate to them. Branch Chiefs report having the same authority level as Division/Staff Chiefs report delegating; however, Branch Chiefs perceive that their responsibilities are 10 percent higher. Branch Chiefs delegate closely to their subordinates reported responsibilities and authority.

District Managers delegate in keeping with Area Manager and District Division responsibilities; the District Division Chiefs report a level of authority similar to the level delegated by their supervisor but the Area Managers report 7 percent less authority than their supervisors report delegating.

The State Office Division Chiefs are delegating approximately what their subordinates report as responsibilities but their subordinates report receiving 7 percent less authority. This situation is very similar to the one between the District Managers and Area Managers.

Area Managers reported delegation is 15 percent lower than their subordinates reported responsibilities and 10 percent lower than their subordinates perceived authority.

Supervisory Behavior Description

The mean, median and mode for all aggregated responses measuring consideration and initiating structure are found in Table 2. In aggregating the mean responses of all respondants in the Districts, which are comprised of all District and Area responses, and the State Office it appears that there is no significant difference in the amount of consideration or the amount of initiating structure for either group or between groups (Graphs 7 and 8). The scores vary between 2.9 and 3.0. A score of 3.0 equates to "Sometimes" with the lowest possible score being "Never" at 1.0. The highest score is "Always" at 5.0. A difference of 10 percent, 0.4, or more is considered significant for this analysis.

In looking at Graphs 9 and 10, which show Areas, Districts and the State Office, there is no significant difference among them. Average scores vary between 2.8 and 3.0.

The responses by non-supervisory staffs were used in determining the amount of consideration or initiating structure displayed by first line supervisors. Again, scores are between 2.8 and 3.0 with no significant differences (Graphs 11 and 12).

The responses from Area Managers and Division Chiefs were used to graph these two factors for the District Managers (Graphs 13 and 14). Scores range between 3.0 and 3.1.

It is only when the State Director's consideration and initiating structure is looked at that there are any significant differences. In Graph 15, District Managers perceive that the State Director tends more toward "Often" in initiating structure (3.4) while showing consideration

Table 2

Management Style

Consideration and Initiating Structure

	Consideration			Initiating Structure		
	Mean	Median	Mode	Mean	Median	Mode
Districts	3.0	2.9	2.9	2.9	2.9	2.9
State Office	2.9	2.9	2.9	3.0	3.1	3.1
Areas	3.0	2.9	2.9	2.9	2.9	2.9
Districts (excl DM)	2.9	2.9	3.0	2.8	2.8	3.1
S.O. (excl Div Chief)	2.9	2.9	2.9	3.0	3.1	3.1
Area Staff	3.0	2.9	2.9	2.9	2.9	2.7
Area Supervisors	3.0	2.9	3.1	2.9	2.9	2.8
Area Managers	3.1	3.0	3.0	3.0	2.9	2.9
District Staff	2.9	2.9	2.7	2.8	2.7	3.1
District Supervisors	2.9	3.0	3.0	2.9	2.9	2.9
D.O. Division Chiefs	3.0	2.9	3.0	3.0	3.1	3.1
District Managers	3.0	3.1	3.2	3.4	3.5	2.6
State Office Staff	2.9	3.0	2.6	3.0	3.1	3.1
S.O. Section Chiefs	2.9	2.9	2.5	2.7	2.9	1.9
S.O. Branch Chiefs	2.9	2.9	2.7	3.0	3.0	2.9
S.O. Division Chiefs	3.1	3.0	2.9	3.2	3.1	3.0

at the "Sometimes" level (3.0). The State Office Division/Staff Chiefs do not indicate a significant difference between the two factors (3.1 and 3.2, respectively). On Graph 16, the State Director is not significantly more considerate of the District Managers than of the State Office Division/Staff Chiefs nor is structure initiated significantly more.

Leader Behavior Descriptions

The mean, median and mode responses are found in Table 3.

Aggregating District and State Office employee responses shows on Graph 17 that supervisors are rated 4.0, which equates to "Often", cordial relations with their superiors and close to "Often" in cordial relations with subordinates (3.8) and communication (3.7). Supervisors rate between "Sometimes" and "Often" in Integration (3.6), Representation (3.5 and 3.4) and Organization (3.3 and 3.4). As shown on Graph 18, there is no significant difference between the Districts and State Office. Excluding District Managers and State Office Division Chiefs and differentiating between Area and District Staffs does not significantly change the results, either in ranking of factors or differences among organizational groups (Graphs 19 and 20).

Looking at first-line supervisors only (Graph 21), it can be seen that the factor rankings are not significantly different from that of the aggregated supervisors. First line supervisors are, however, perceived significantly differently from one another on two factors. Graph 22 shows that District Staffs rate their first-line supervisors at 4.2 in relations with superiors whereas State Office Staff rate theirs at 3.8. First line

Table 3

Management Style: Leader Behavior Descriptions

	Communication			Representation			Organization			Integration			Subordinates			Superiors		
	Mean	Med	Mode	Mean	Med	Mode	Mean	Med	Mode	Mean	Med	Mode	Mean	Med	Mode	Mean	Med	Mode
Districts	3.7	4.0	4.0	3.5	3.5	3.5	3.3	3.5	3.3	3.6	3.6	3.0	3.8	3.9	4.0	4.0	4.0	4.0
S.O.	3.7	3.8	4.0	3.4	3.5	3.5	3.4	3.5	3.5	3.6	3.5	4.3	3.8	3.8	5.0	4.0	4.0	4.0
Areas	3.8	4.0	4.2	3.6	3.7	3.5	3.4	3.3	3.3	3.7	3.8	4.0	3.9	4.1	4.5	4.1	4.1	4.0
D.O. (exc DM)	3.6	3.8	4.0	3.4	3.5	3.7	3.3	3.5	3.3	3.5	3.6	3.0	3.7	3.9	4.0	4.0	4.0	5.0
S.O. (exc Div Chs)	3.6	3.7	3.8	3.3	3.5	3.5	3.4	3.5	3.5	3.5	3.5	2.8	3.7	3.8	4.0	3.9	4.0	4.0
Area Staff	3.8	3.9	3.8	3.5	3.5	3.0	3.4	3.3	3.0	3.7	3.8	3.3	3.9	4.0	4.0	4.1	4.1	4.0
Area Supv.	4.1	4.2	3.8	3.9	4.0	4.3	3.5	3.5	3.5	3.9	4.0	4.0	4.1	4.4	4.5	4.3	4.4	4.5
AMs	3.4	3.1	3.0	3.5	3.5	3.5	3.2	3.2	3.3	3.2	3.1	2.3	3.2	3.0	2.5	3.7	3.8	4.0
D.O. Staff	3.4	3.2	4.0	3.2	3.4	3.7	3.2	3.5	3.7	3.4	3.6	3.3	3.7	4.0	5.0	4.2	4.5	5.0
D.O. Branch Chiefs	3.7	3.8	3.4	3.2	3.3	3.3	3.5	3.5	3.7	3.7	3.7	3.7	3.9	3.9	4.0	4.0	4.0	4.0
D.O. Div. Chiefs	3.7	3.9	4.0	3.7	3.8	2.7	3.3	3.3	3.3	3.5	3.5	3.0	3.6	3.8	2.5	3.7	3.8	4.0
DMs	3.7	3.9	4.0	3.9	3.9	3.5	3.4	3.4	3.5	3.4	3.3	3.0	3.4	3.3	3.0	3.7	3.7	4.0
S.O. Staff	3.6	3.8	3.8	3.3	3.5	3.0	3.4	3.5	3.5	3.5	3.6	2.7	3.7	3.7	4.0	3.8	3.9	4.0
S.O. Sect. Chiefs	3.4	3.4	2.4	3.5	3.0	2.5	3.2	3.4	3.5	3.3	3.3	4.5	3.7	3.5	5.0	4.2	4.5	5.0
S.O. Branch Chiefs	3.8	3.8	3.4	3.3	3.4	3.5	3.3	2.9	2.7	3.6	3.6	2.7	4.0	4.0	4.0	4.0	4.1	4.0
S.O. Div. Chiefs	4.2	4.1	4.0	4.1	4.2	4.3	3.7	3.6	3.5	4.0	4.3	3.3	4.1	4.5	3.0	4.5	4.5	4.5

supervisors in the Areas communicate significantly more (3.8) than do first line supervisors in the District Offices (3.4). Other differences are not considered significant.

As done previously, responses from Area Managers and District Division Chiefs were used to graph the six factors for the District Manager as shown on Graph 23. The Area Managers rank relations with superiors first, representation second, communication third and relations with subordinates equal to organization and integration. The District Division Chiefs ranked relations with superiors, representation and communications first, relations with subordinates second, integration third and organization fourth. The only factor that showed a significant difference between the Area Managers and District Division Chiefs is relations with subordinates (Graph 24). The District Division Chiefs rated the District Managers significantly higher (3.6) than did the Area Managers (3.2). Although not to a significant level, the Division Chiefs did rate the District Managers higher in communication, representation, organization and integration as well.

The District Managers and State Office Division Chiefs show consistently different perceptions of the State Director. As shown on Graph 25, District Managers rank the State Director highest in Representation (3.9), followed by Relations with Superiors and Communication (3.7), with the remaining three factors at 3.4. The ranking of factors by the State Office Division/Staff Chiefs is not significantly different from the aggregated rankings. As seen on Graph 26, the perceptions of the State Office Division/Staff Chiefs are significantly different from the District Managers for Communication (4.2), Integration (4.0), Relations with Subor-

dinates (4.1) and Relations with Superiors (4.5). Although not at a signifant level, the State Office Divison/Staff Chiefs also rated the State Director higher on Representation and Organization as well.

Job Satisfaction - Employee Opinion Survey

Responses that indicate employee's attitudes toward job activity are summarized on Table 4 and graphed for comparative purposes.

In looking at aggregated District and State Office responses on Graph 27 it can be seen that almost 40 percent of the district personnel and a little over 30 percent of the State Office personnel feel that the Bureau expects too much work. Almost a third (30 percent) of the respondents in both the Districts and State Office say they have felt that they are not learning anything on their job. Almost half (44 percent) of the District Staffs and over a quarter (28 percent) of the State Office respondants sometimes feel that their job counts for very little. Only about half the respondants (47 percent in the Districts and 48 percent in the State Office) say that their job allows them to use their abilities as much as they would like.

Almost a third (32 percent) of the District respondants and almost half (47 percent) of the State Office respondants would take a different job at the same rate of pay if it were offered. Almost one fifth (19 percent) of the District respondants and over one quarter (26 percent) of the State Office respondants felt that their jobs are often dull and monotonous.

dinates (4.1) and Relations with Superiors (4.5). Although not at a significant level, the State Office Division/Staff Chiefs also rated the State Director higher on Representation and Organization as well.

Job Satisfaction - Employee Opinion Survey

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Almost a third (32 percent) of the District respondents and almost half (47 percent) of the State Office respondents would take a different job at the same rate of pay if it were offered. Almost one fifth (19 percent) of the District respondents and over one quarter (26 percent) of the State Office respondents felt that their jobs are often dull and monotonous.

Table 4

Job Satisfaction

Percent Responding "Yes"

	Too Much Work	Like Job	Not Learning	Job Counts Little	Use Abilities	Want Same Job	Job Worthwhile	Take Different Job	Job Dull	Interesting Work
D.O.	39.7	77.8	30.2	44.0	47.2	84.0	85.5	31.5	19.2	94.4
S.O.	31.4	71.7	30.2	28.3	48.1	69.8	96.0	46.9	26.4	92.2
Area	40.3	74.6	30.2	41.9	41.9	84.1	83.6	30.2	17.7	93.7
DO (exc DM)	37.3	78.2	37.7	47.3	50.9	81.5	85.5	34.0	23.6	94.4
SO (exc Div Ch)	32.6	70.8	31.3	29.2	46.8	68.8	97.8	45.5	27.1	93.5
DMs	50.0	100.0	12.5	37.5	62.5	100.0	100.0	25.0	0.	100.0
Area Managers	75.0	75.0	33.3	41.7	41.7	91.7	100.0	33.3	8.3	100.0
Area Supv.	30.0	75.0	30.0	35.0	50.0	80.0	75.0	35.0	10.0	95.0
S.O. Div Chiefs	20.0	80.0	20.0	20.0	60.0	80.0	80.0	60.0	20.0	80.0
S.O. Branch Chiefs	54.5	83.3	41.7	41.7	33.3	75.0	100.0	33.3	16.7	83.3
S.O. Sect. Chiefs	14.3	85.7	0.	14.3	85.7	71.4	100.0	33.3	0.	00.0
D.O. Div. Chiefs	20.0	64.7	29.4	35.3	52.9	76.5	88.2	47.1	23.5	94.1
D.O. Branch Chiefs	54.5	81.8	18.2	27.3	54.5	90.9	90.9	27.3	18.2	90.9
Area Staffs	33.3	74.2	29.0	46.7	36.7	83.9	82.8	25.8	26.7	90.3
S.O. Staffs	28.6	62.1	34.5	27.6	42.9	65.5	96.2	53.8	37.9	96.3
D.O. Staffs	40.0	85.2	40.7	63.0	48.1	80.8	81.5	28.0	25.9	96.2

On the positive side, 78 and 72 percent, Districts and State Office, respectively, say that their present job is the kind of work they would like to keep doing for a living. Eighty-four percent of the District and 70 percent of the State Office respondants would like to do the same kind of work they are now doing if they were going to work for another agency. Eighty-six percent and 96 percent, respectively, feel they are doing something worthwhile on their job and 94 percent and 92 percent, respectively, say that they work at an interesting kind of job.

In looking at Areas, Districts and the State Office, exclusive of District Managers and State Office Division/Staff Chiefs, on Graph 28 the results do not appear significantly different from those described above.

Respondant groups in the Areas are shown on Graph 29 and the District Offices are shown on Graph 30 with the District Managers included on both for comparative purposes.

The Area Managers seem to feel that the Bureau expects too much work from them (75 percent) more than the District Managers and District Supervisors (50 percent). About one-third of the Area Supervisors and Area and District Staffs felt overworked. Only one-fifth of the District Division Chiefs feel that too much work is expected.

All the District Managers and 85 percent of District Staff would like to keep doing the same kind of work for a living. Eighty-two percent of District Supervisors, 75 percent of all groups in the Areas and 65 percent of District Division Chiefs reported the same.

Only one sixth of the District Managers as opposed to 20 percent of the District Supervisors, one third of each of the area groups and District Division Chiefs and two-fifths of the District Staffs have ever felt they are not learning anything from their job.

On the positive side, 78 and 72 percent, Districts and State Office, respectively, say that their present job is the kind of work they would like to keep doing for a living. Eighty-four percent of the District and 70 percent of the State Office respondents would like to do the same kind of work they are now doing if they were going to work for another agency. Eighty-six percent and 96 percent, respectively, feel they are doing something worthwhile on their job and 94 percent and 92 percent, respectively, say that they work at an interesting kind of job.

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All the District Managers and 85 percent of District Staff would like to keep doing the same kind of work for a living. Eighty-two percent of District Supervisors, 73 percent of all groups in the Areas and 65 percent of District Division Chiefs reported the same.

Only one sixth of the District Managers as opposed to 30 percent of the District Supervisors, one third of each of the area groups and District Division Chiefs and two-fifths of the District Staffs have ever felt they are not learning anything from their job.

Almost two-thirds of the District Staff sometimes feel their job counts for little. Between 35 percent and 45 percent of the District Managers, District Division Chiefs and Area groups, but only a quarter of the District Supervisors, share that feeling.

Only slightly over 60 percent of the District Managers and 53 to 55 percent of the District supervisors and Division Chiefs and 48 to 50 percent of the District Staffs and Area Supervisors feel their jobs allow them to use their abilities as much as they would like. This percentage decreased to 42 percent of the Area Managers and 37 percent of the Area Staffs.

All District Managers and Area Managers and 88 to 90 percent of the District Division and Branch Chiefs feel they are doing something worthwhile; 82 to 83 percent of the District and Area staffs, but only three quarters of the Area Supervisors share this feeling.

One quarter of the District Managers, District Division and Branch Chiefs and District and Area staffs would take a different job; one third of the Area Managers and Area Supervisors would do do.

None of the District Managers say their job is often dull and monotonous as opposed to 8 percent of the Area Managers, 10 percent of the area supervisors, 18 percent of the District Supervisors, 24 percent of the District Division Chiefs and 26 to 27 percent of the District and Area staffs.

Ninety-five to 100 percent of the respondants say they have interesting jobs.

In the State Office (Graph 31) 55 percent of the Branch Chiefs feel that too much work is expected of them. Over a quarter of the staff (29

Almost two-thirds of the District Staff sometimes feel their job counts for little. Between 35 percent and 45 percent of the District Managers, District Division Chiefs and Area groups, but only a quarter of the District Supervisors, share that feeling.

Only slightly over 60 percent of the District Managers and 55 to 55 percent of the District supervisors and Division Chiefs and 48 to 50 percent of the District Staffs and Area Supervisors feel their jobs allow them to use their abilities as much as they would like. This percentage decreased to 42 percent of the Area Managers and 37 percent of the Area Staffs.

All District Managers and Area Managers and 88 to 90 percent of the District Division and Branch Chiefs feel they are doing something worthwhile; 82 to 83 percent of the District and Area staffs, but only three quarters of the Area Supervisors share this feeling.

One quarter of the District Managers, District Division and Branch Chiefs and District and Area staffs would take a different job; one third of the Area Managers and Area Supervisors would do do.

Nine of the District Managers say their job is often dull and monotonous as opposed to 8 percent of the Area Managers, 10 percent of the area supervisors, 18 percent of the District Supervisors, 24 percent of the District Division Chiefs and 26 to 27 percent of the District and Area staffs.

Ninety-five to 100 percent of the respondents say they have interesting jobs.

In the State Office (Graph 31) 55 percent of the Branch Chiefs feel that too much work is expected of them. Over a quarter of the staff (29

percent), one fifth of the Division/Staff Chiefs and 14 percent of Section Chiefs share that feeling.

Over 80 percent of each of the State Office Supervisor categories would like to keep doing the same kind of work but only 62 percent of the State Office Staff are so inclined.

Forty percent of the Branch Chiefs, 35 percent of the State Office Staff and one fifth of the Division/Staff Chiefs have ever felt they are not learning something from their job. No State Office Section Chief has ever felt that way. Over 40 percent of the State Office Branch Chiefs sometimes feel that their jobs count for little as opposed to 20 percent of the Division/Staff Chiefs and 14 percent of the Section Chiefs. Almost 28 percent of the State Office Staff sometimes feel this way. Only a third of the State Office Branch Chiefs and 43 percent of the State Office Staff feel their jobs allow them to use their abilities as opposed to 60 percent of the Division/ Staff Chiefs and 86 percent of the Section Chiefs. All Branch and Section Chiefs, 96 percent of the Staff and 80 percent of the Division/Staff Chiefs feel their work is worthwhile.

Sixty percent of the Division/Staff Chiefs, 54 percent of the Staff and one-third of the Branch and Section Chiefs would take different jobs in the same location.

Almost 40 percent of the State Office Staff say their jobs are often dull and monotonous, less than 20 percent of the Division/Staff and Branch Chiefs say that and none of the Section Chiefs responded thus.

All Section Chiefs, 96 percent of the Staff, 83 percent of the Branch Chiefs and 80 percent of the Division/Staff Chiefs have interesting work.

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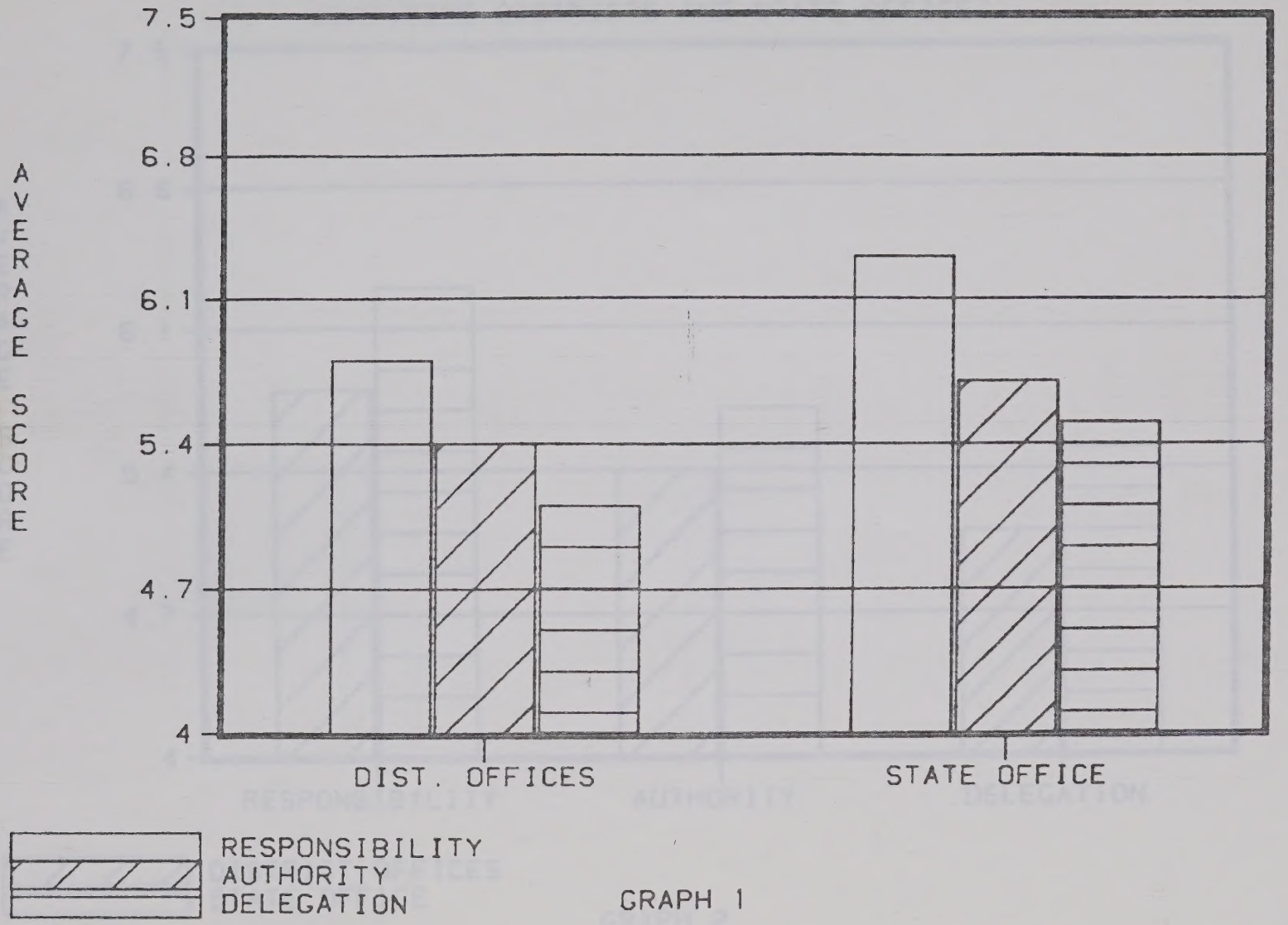
DISTRICTS AND STATE OFFICE

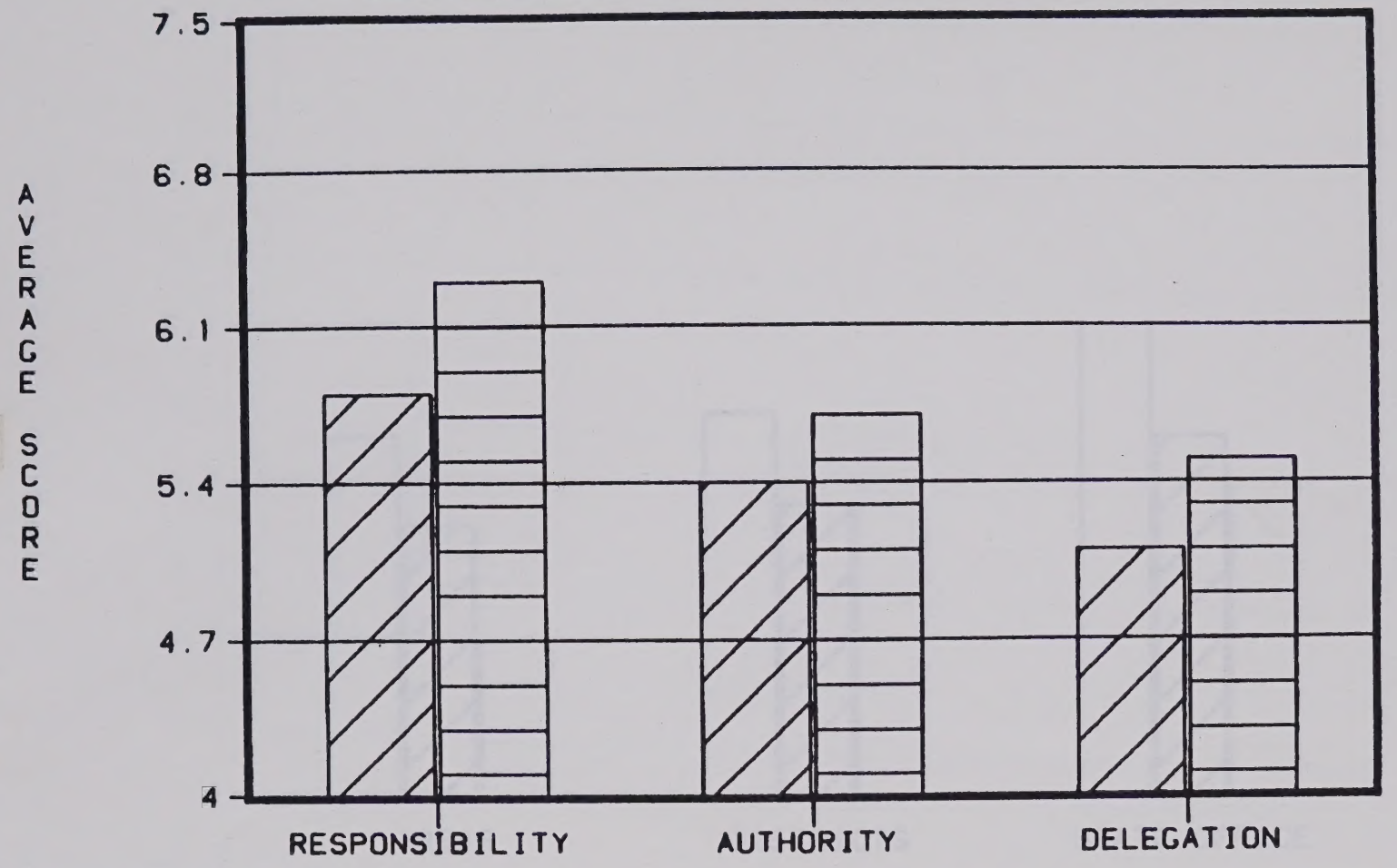
COMPARING RESPONSIBILITY, AUTHORITY AND DELEGATION



GRAPH 1

RESPONSIBILITY, AUTHORITY AND DELEGATION

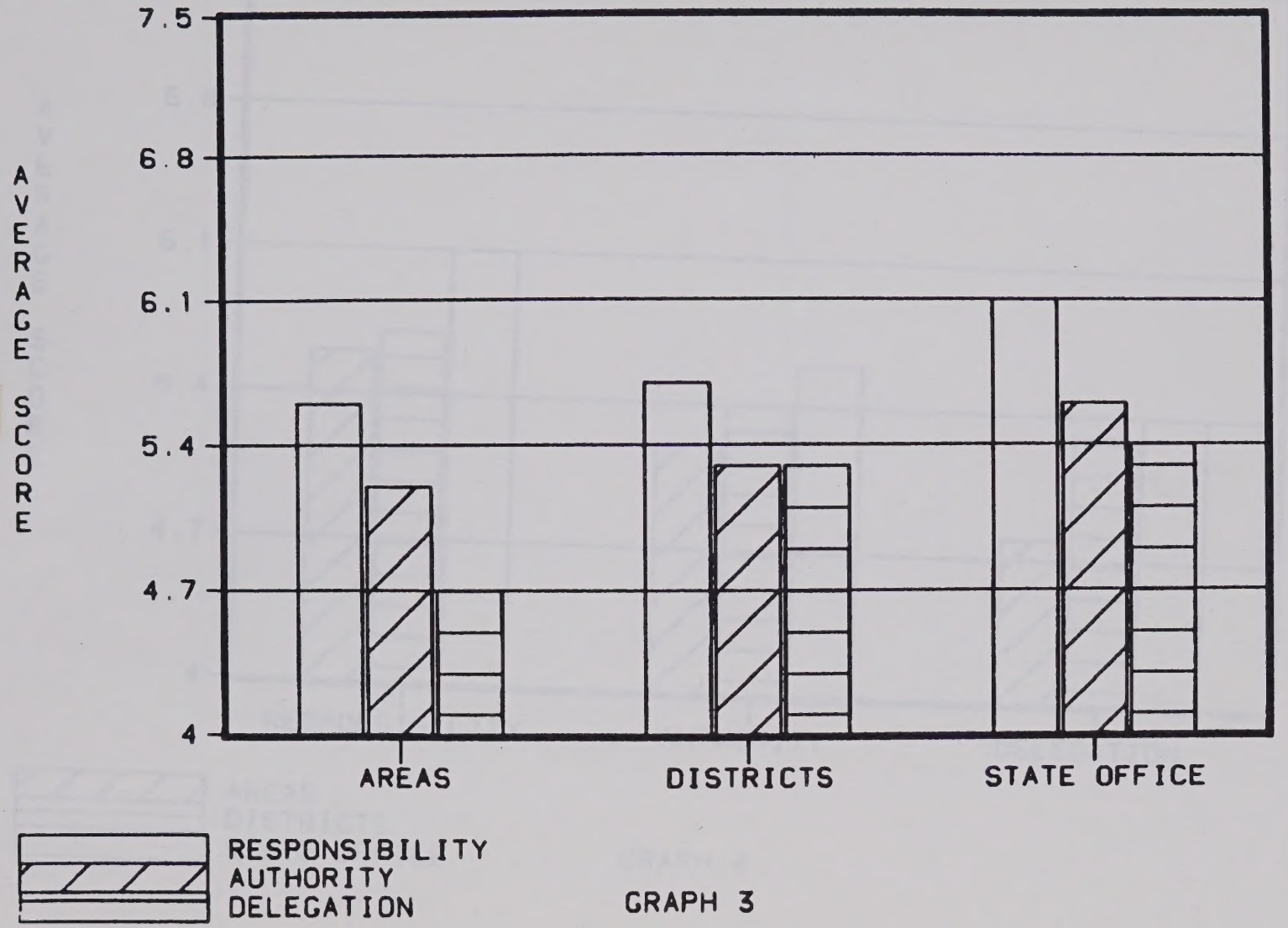
COMPARING DISTRICTS AND STATE OFFICE



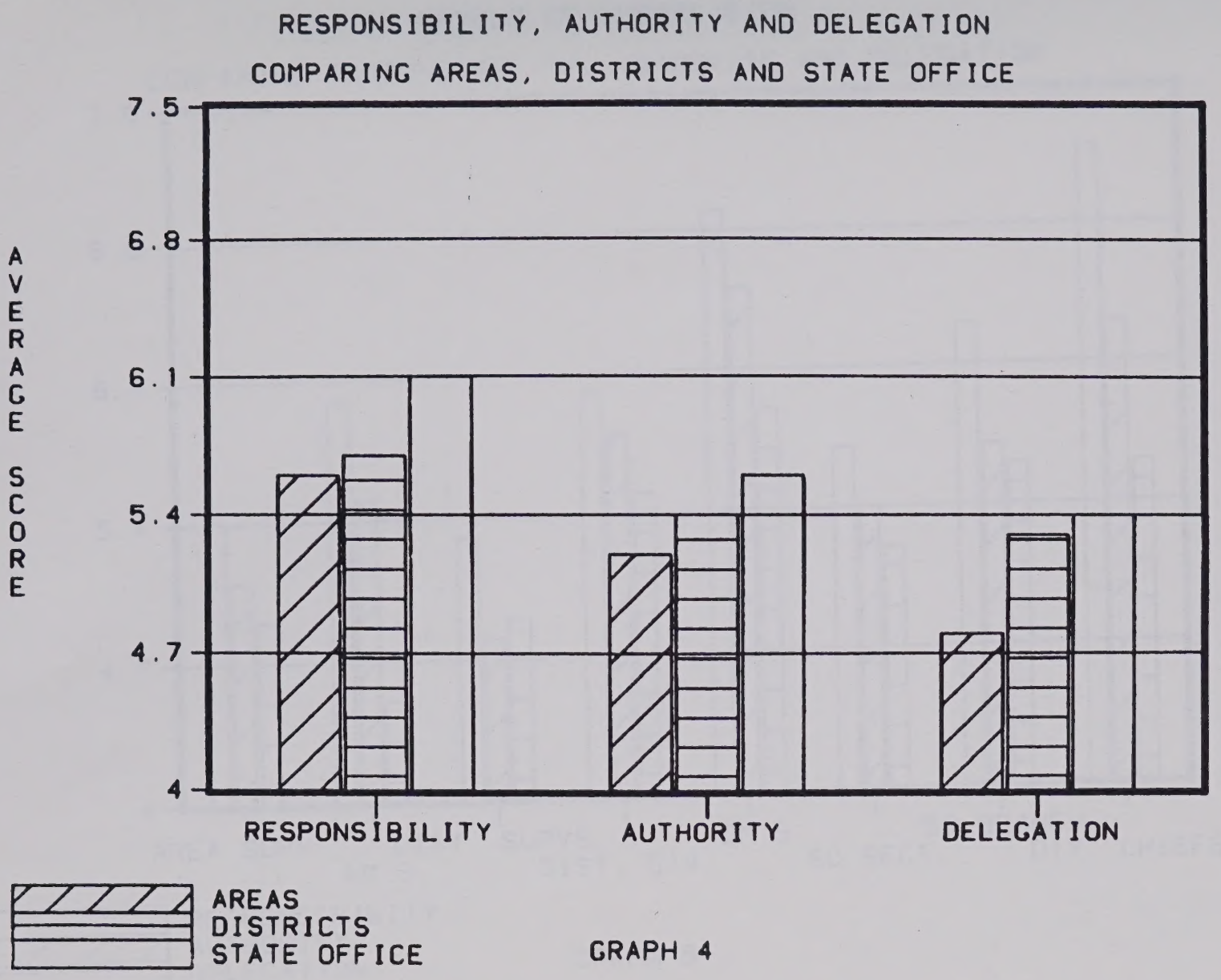
GRAPH 2

AREAS, DISTRICTS AND STATE OFFICE

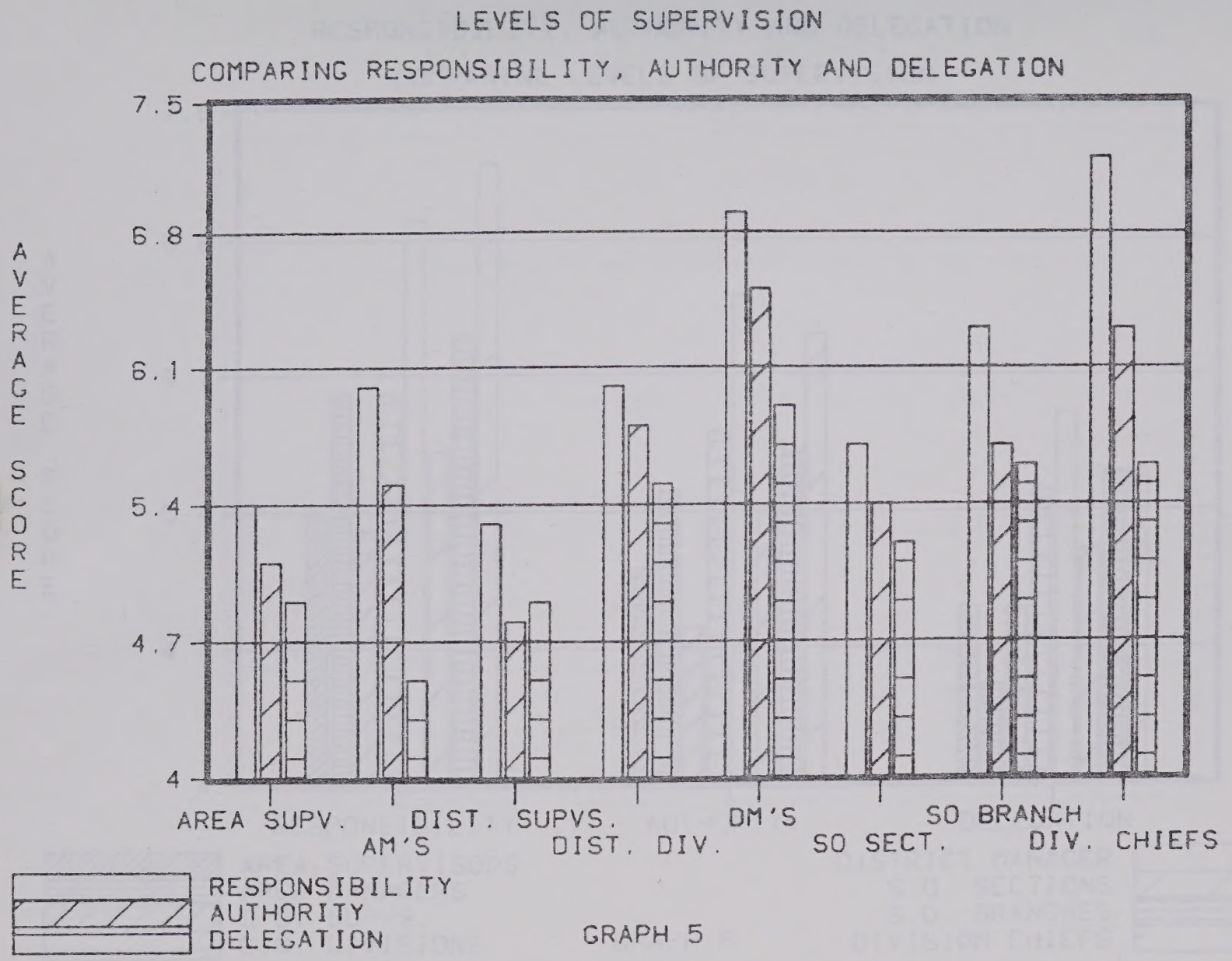
COMPARING RESPONSIBILITY, AUTHORITY AND DELEGATION



GRAPH 3


RESPONSIBILITY, AUTHORITY AND DELEGATION
COMPARING AREAS, DISTRICTS AND STATE OFFICE
AVERAGE SCORE
7.5
6.8
6.1
5.4
4.7
4
RESPONSIBILITY
AUTHORITY
DELEGATION
AREAS
DISTRICTS
STATE OFFICE

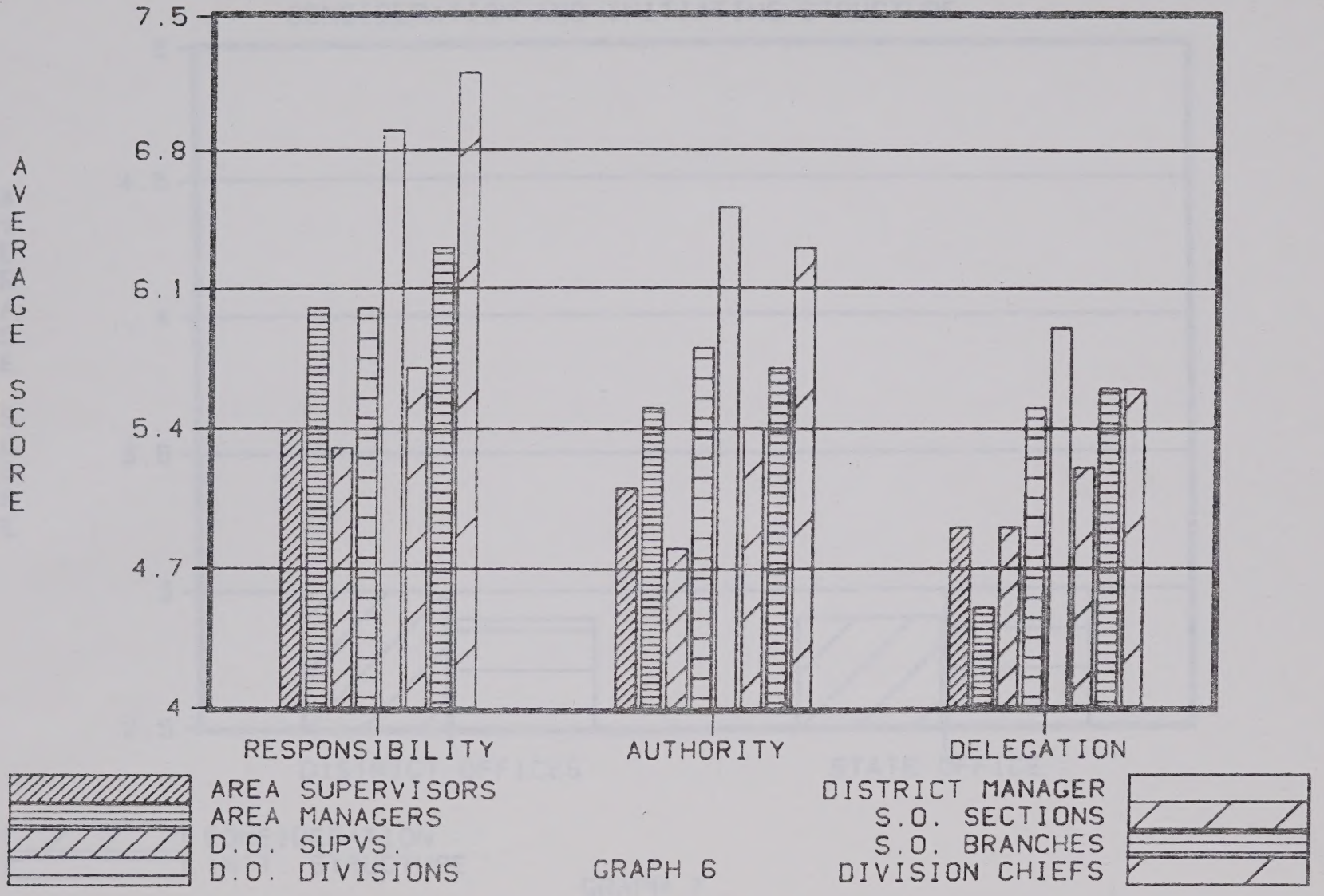
GRAPH 4


LEVELS OF SUPERVISION
COMPARING RESPONSIBILITY, AUTHORITY AND DELEGATION
AVERAGE SCORE
7.5
6.8
6.1
5.4
4.7
4
AREA SUPV.
DIST. SUPVS. AM'S
DM'S DIST. DIV.
SO BRANCH SO SECT.
DIV. CHIEFS
RESPONSIBILITY
AUTHORITY
DELEGATION

GRAPH 5

RESPONSIBILITY, AUTHORITY AND DELEGATION

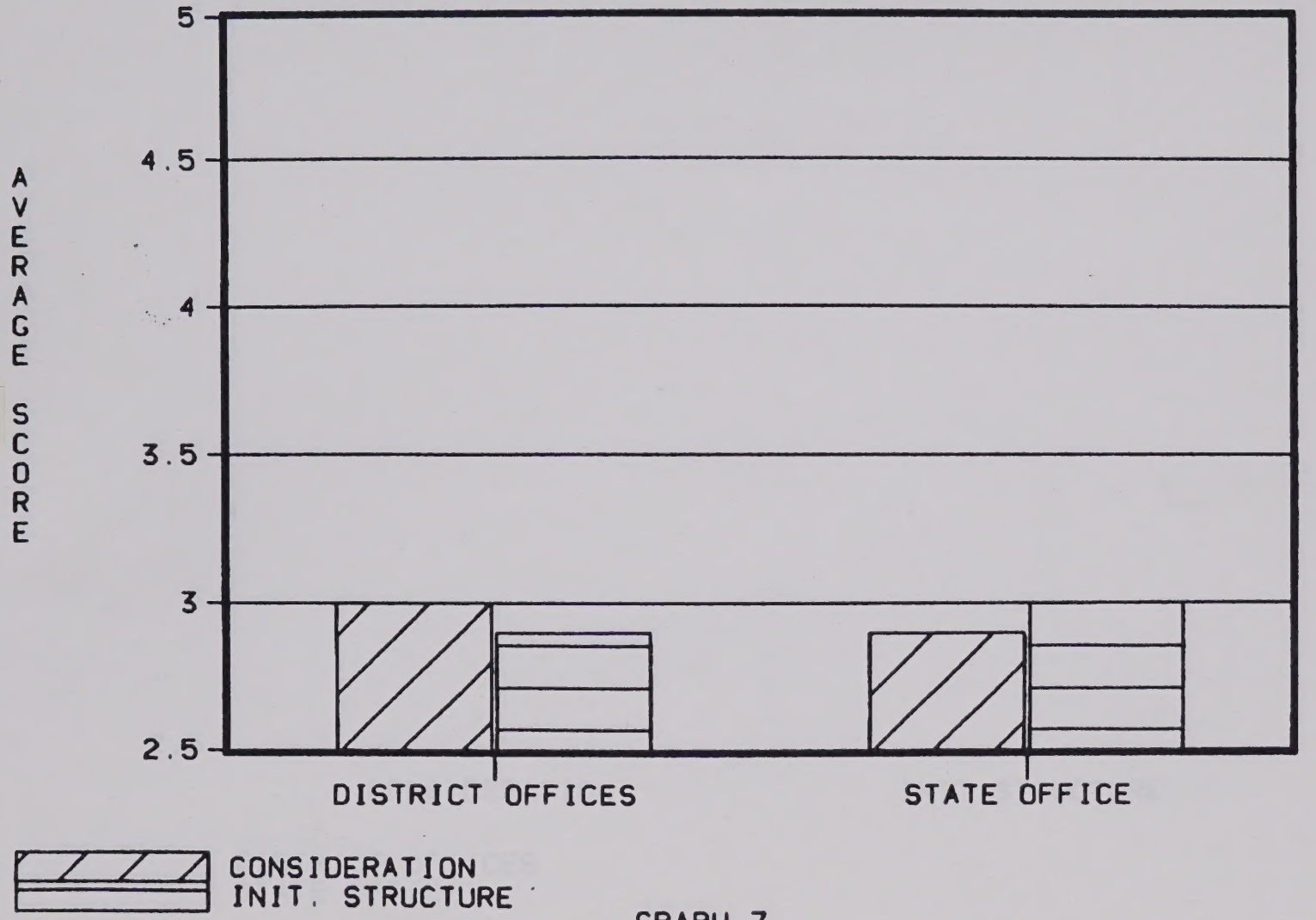
COMPARING LEVELS OF SUPERVISION



GRAPH 6

MANAGEMENT STYLE IN DISTRICTS AND STATE OFFICE

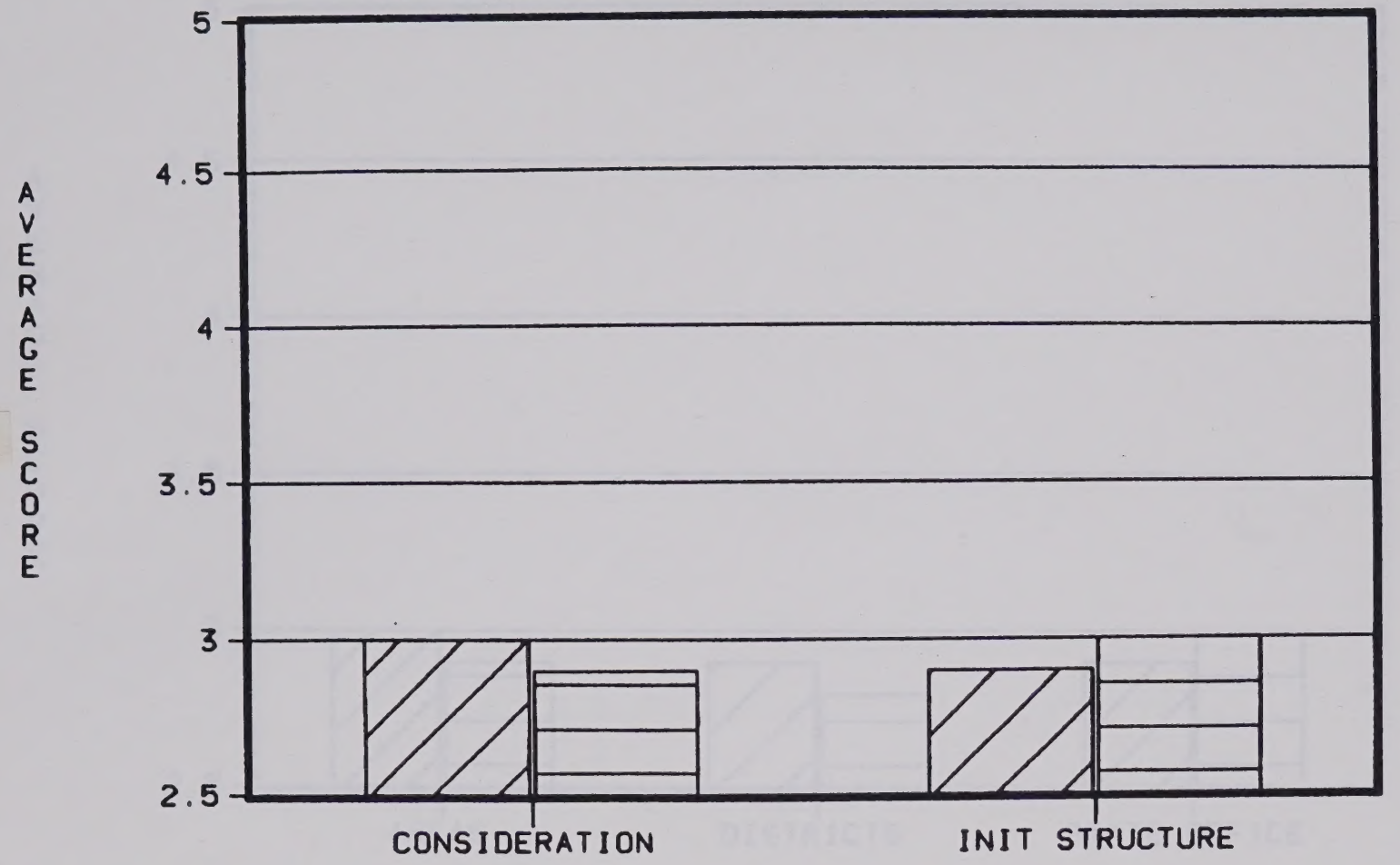
CONSIDERATION AND INITIATING STRUCTURE



GRAPH 7

CONSIDERATION AND INITIATING STRUCTURE

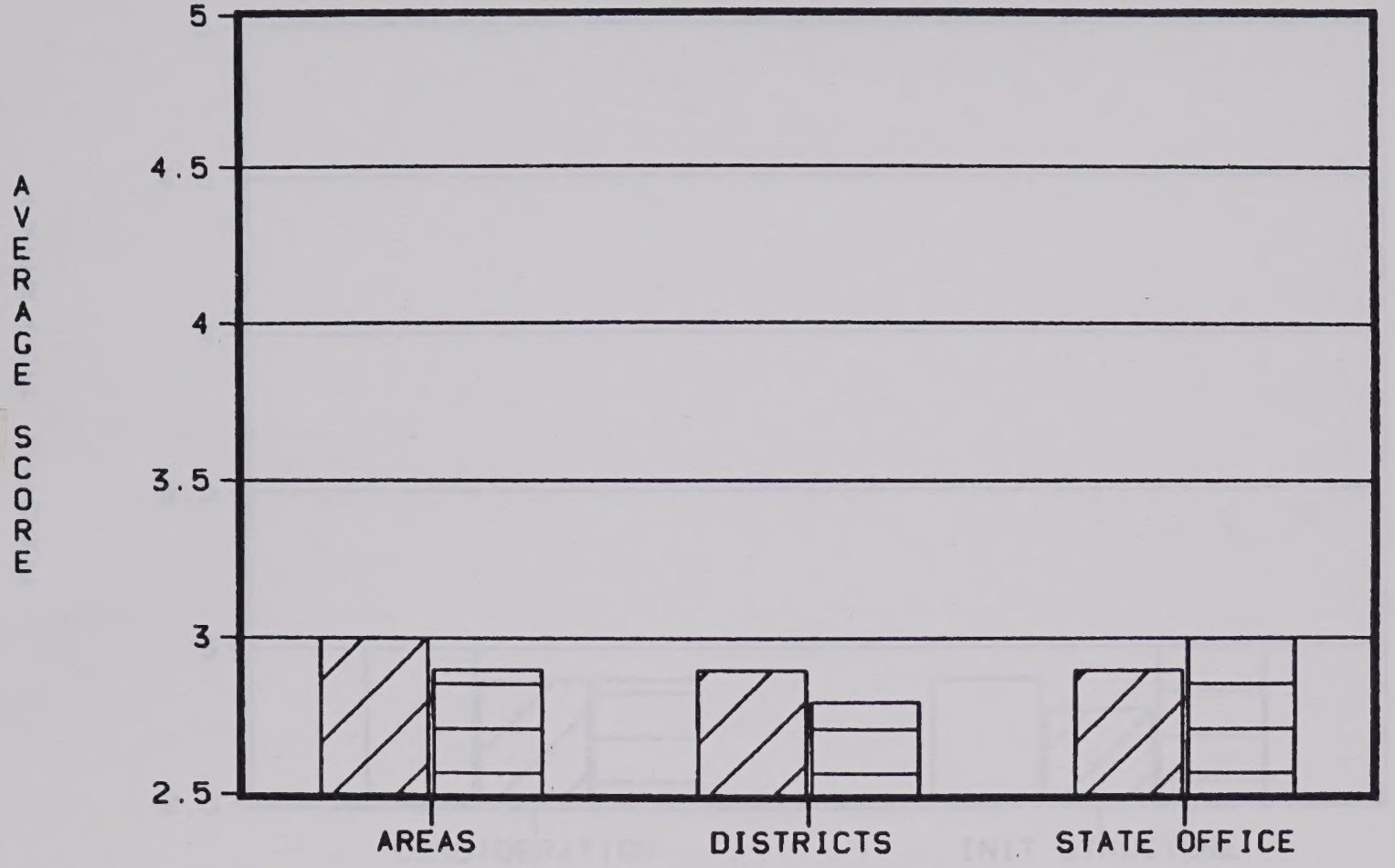
COMPARING DISTRICTS AND STATE OFFICE



GRAPH 8

MANAGEMENT STYLE IN AREAS, DISTRICTS AND STATE OFFICE

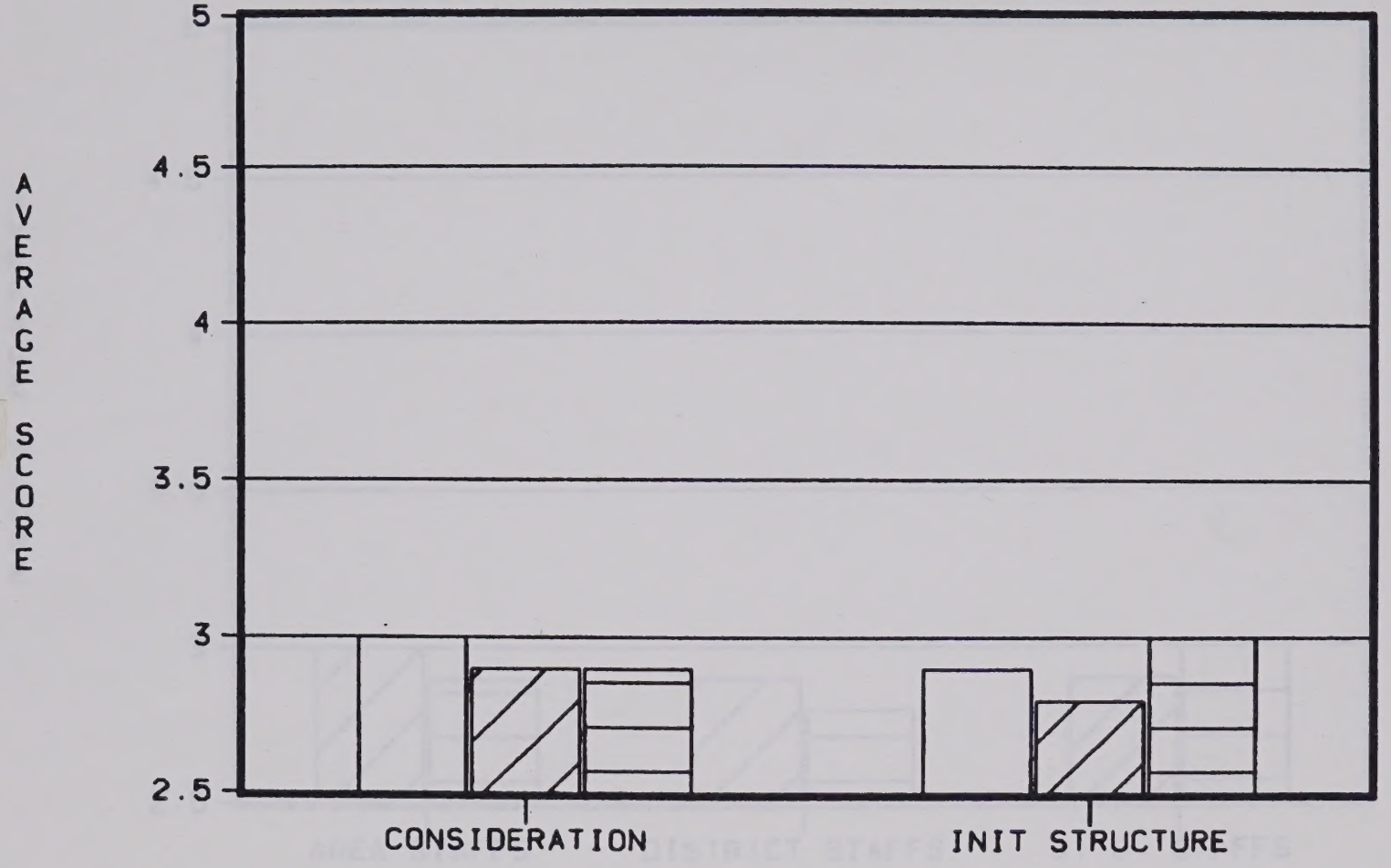
CONSIDERATION AND INITIATING STRUCTURE



GRAPH 9

CONSIDERATION AND INITIATING STRUCTURE

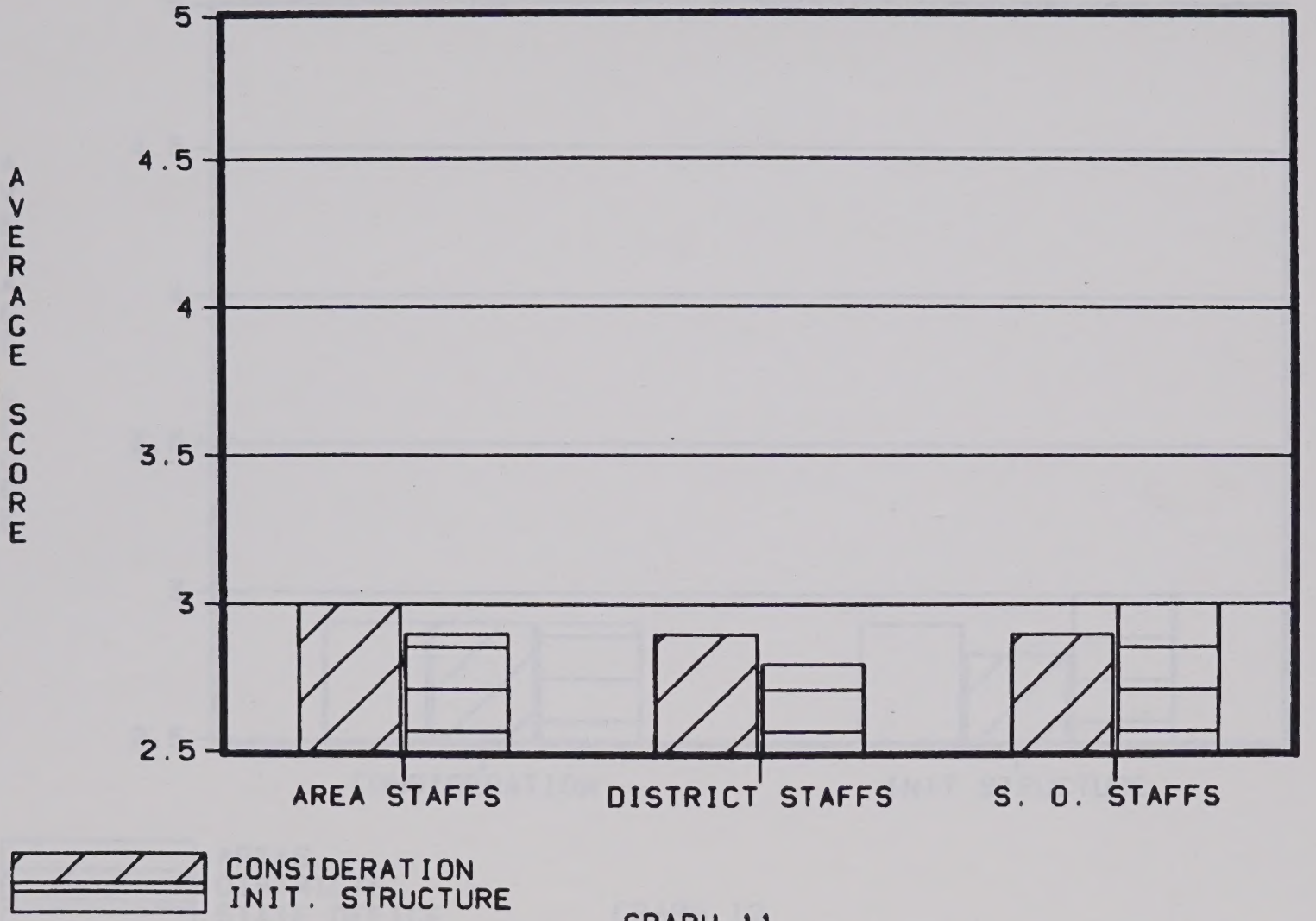
COMPARING AREAS, DISTRICTS AND STATE OFFICE



GRAPH 10

MANAGEMENT STYLE BY FIRST LINE SUPERVISORS

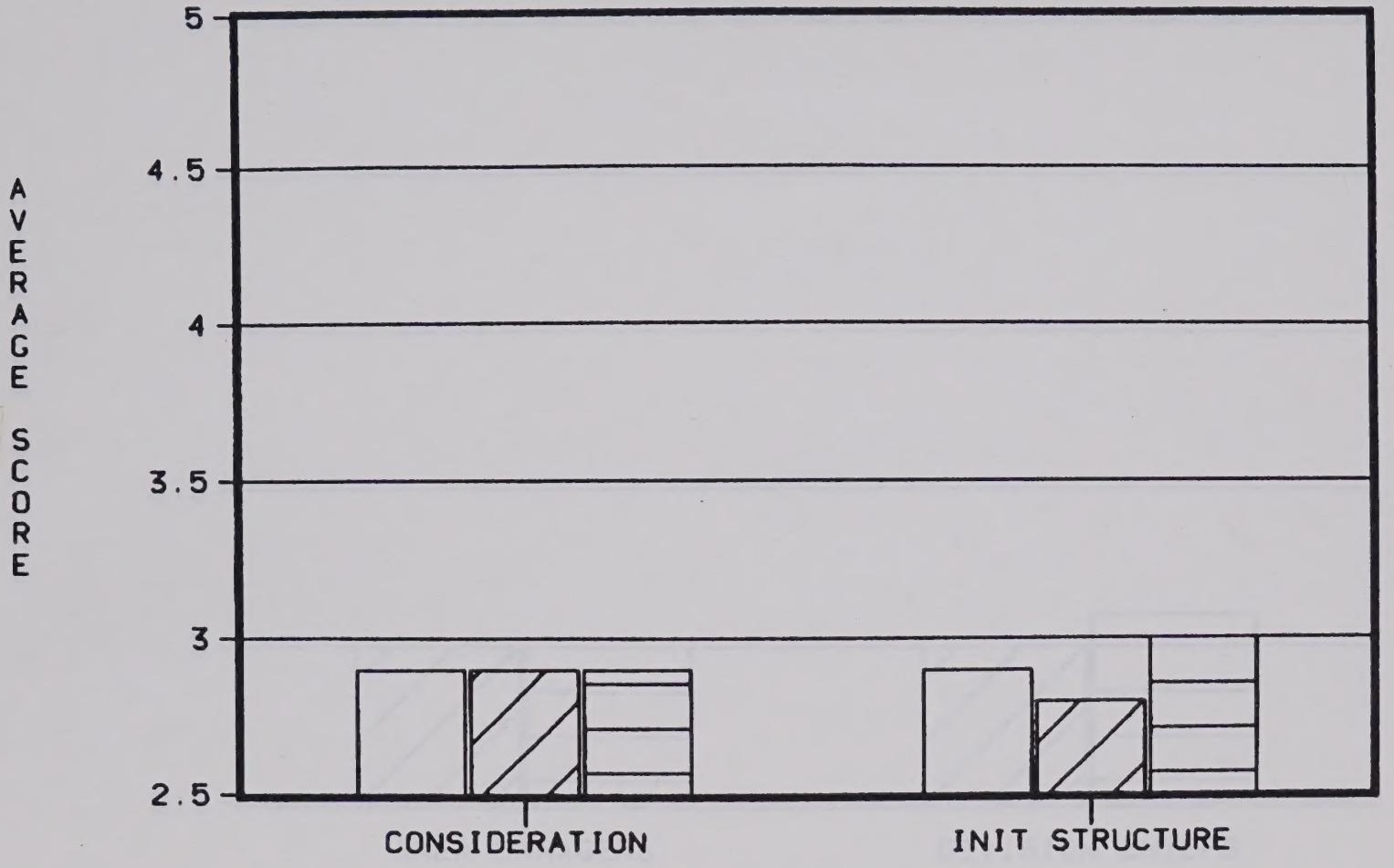
CONSIDERATION AND INITIATION STRUCTURE



GRAPH 11

CONSIDERATION AND INITIATING STRUCTURE

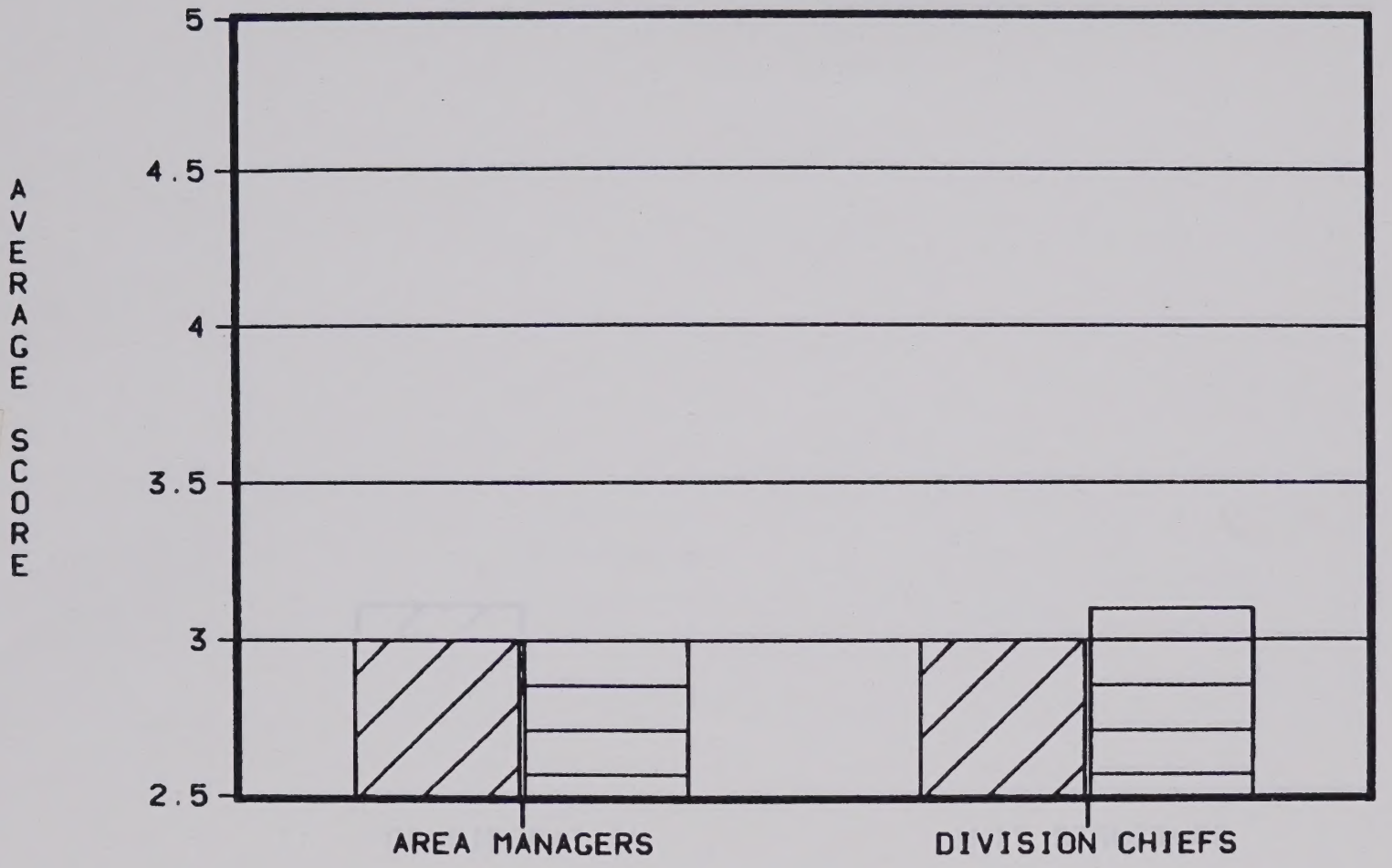
COMPARING AREA, DISTRICT AND STATE OFFICE FIRST LINE SUPERVISORS



GRAPH 12

MANAGEMENT STYLE BY DISTRICT MANAGERS

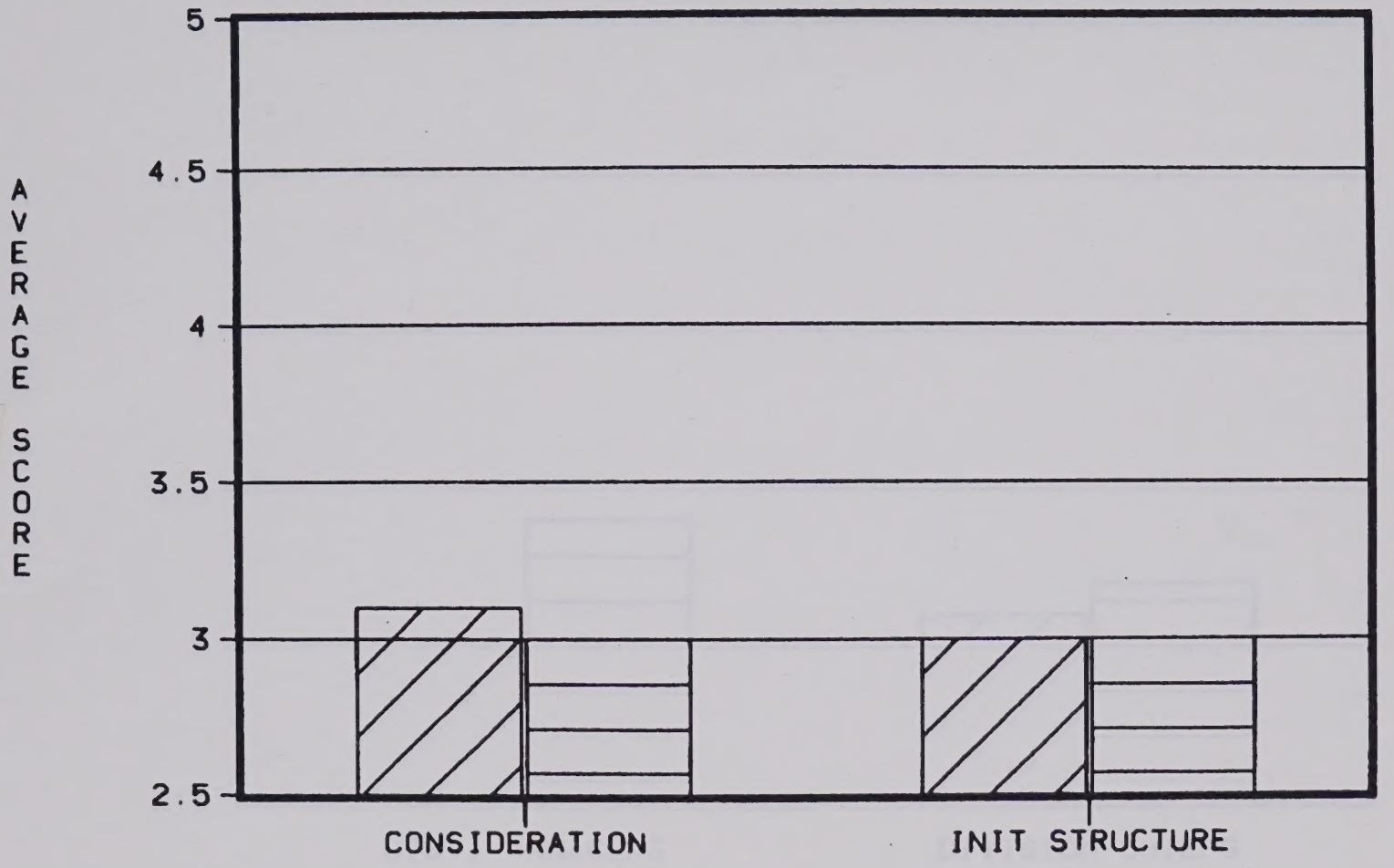
CONSIDERATION AND INITIATING STRUCTURE



GRAPH 13

DISTRICT MANAGERS CONSIDERATION AND INITIATING STRUCTURE

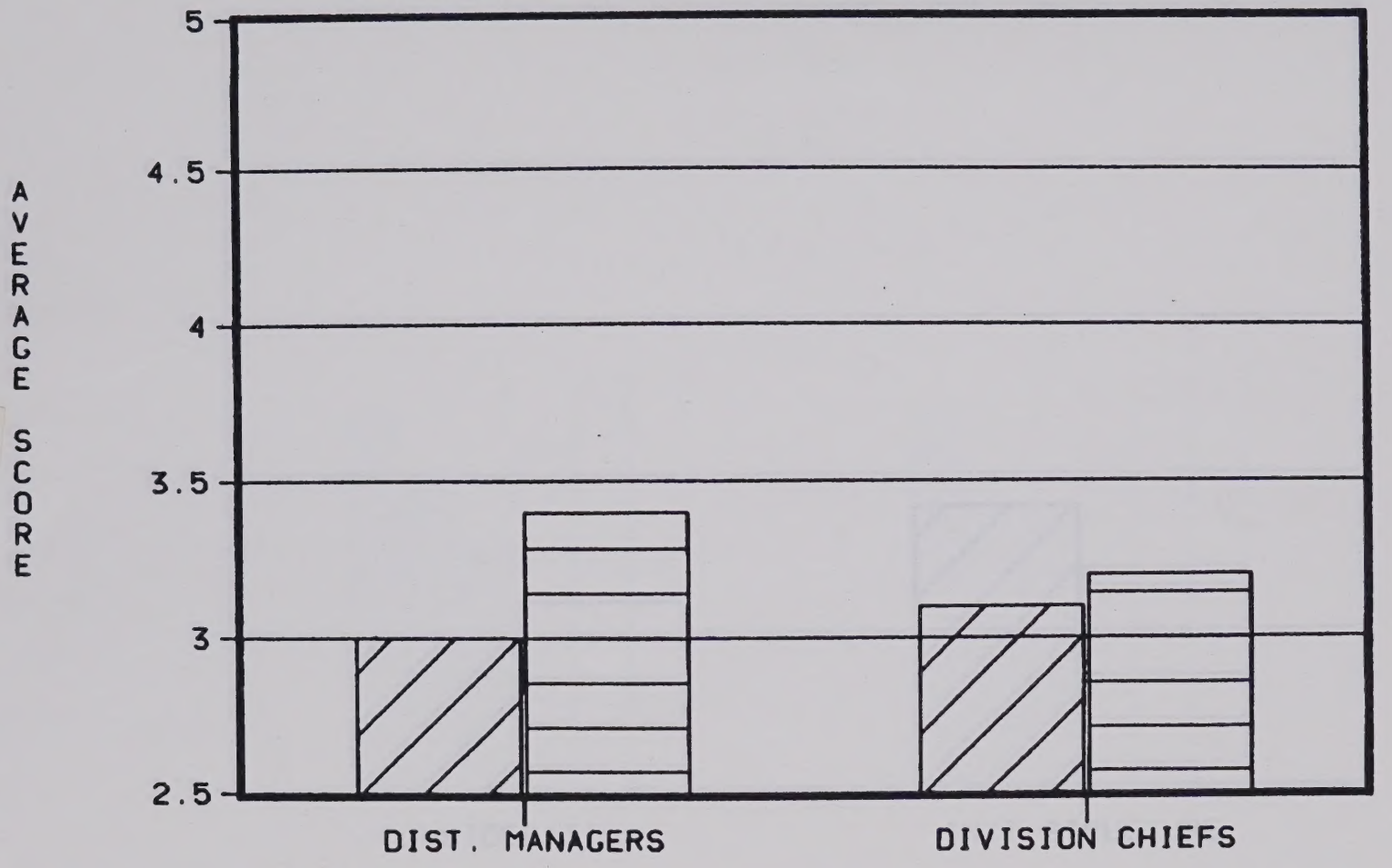
COMPARING AREA MANAGERS AND D.O. DIVISION CHIEFS



GRAPH 14

MANAGEMENT STYLE BY STATE DIRECTOR

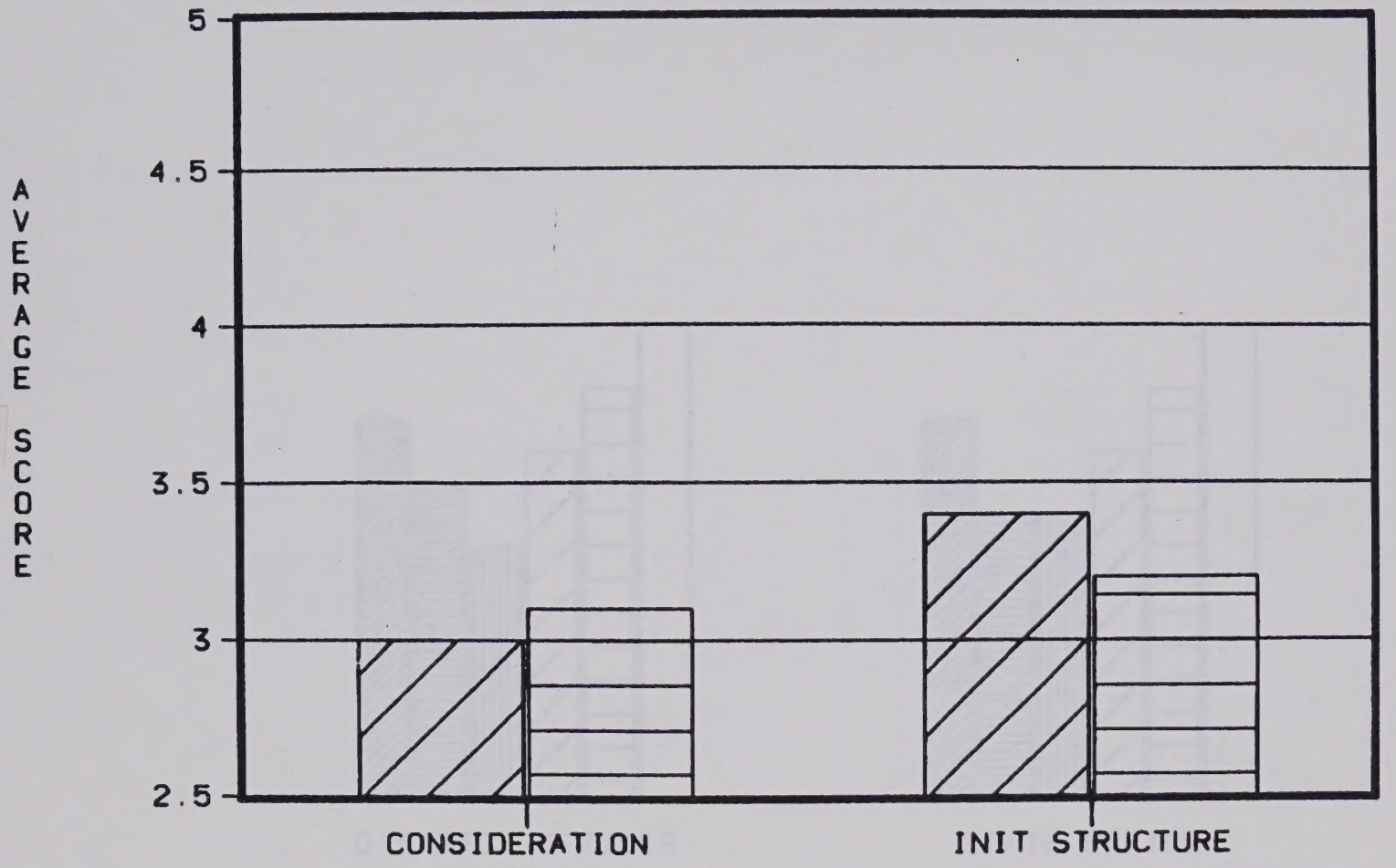
CONSIDERATION AND INITIATING STRUCTURE



GRAPH 15

STATE DIRECTOR CONSIDERATION AND INITIATING STRUCTURE

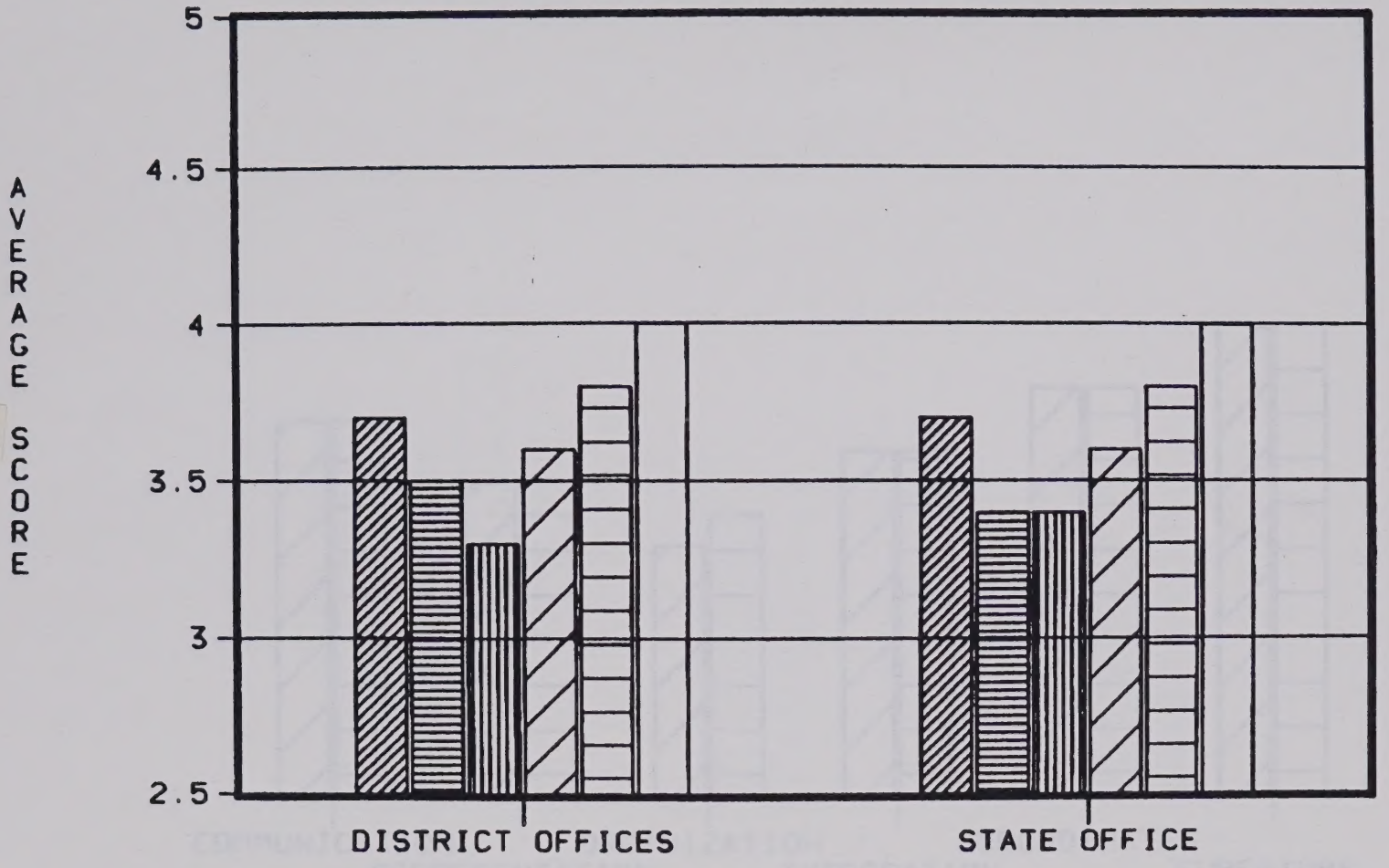
COMPARING DISTRICT MANAGERS AND S.O. DIVISION CHIEFS



GRAPH 16

MANAGEMENT STYLE IN DISTRICTS AND STATE OFFICE

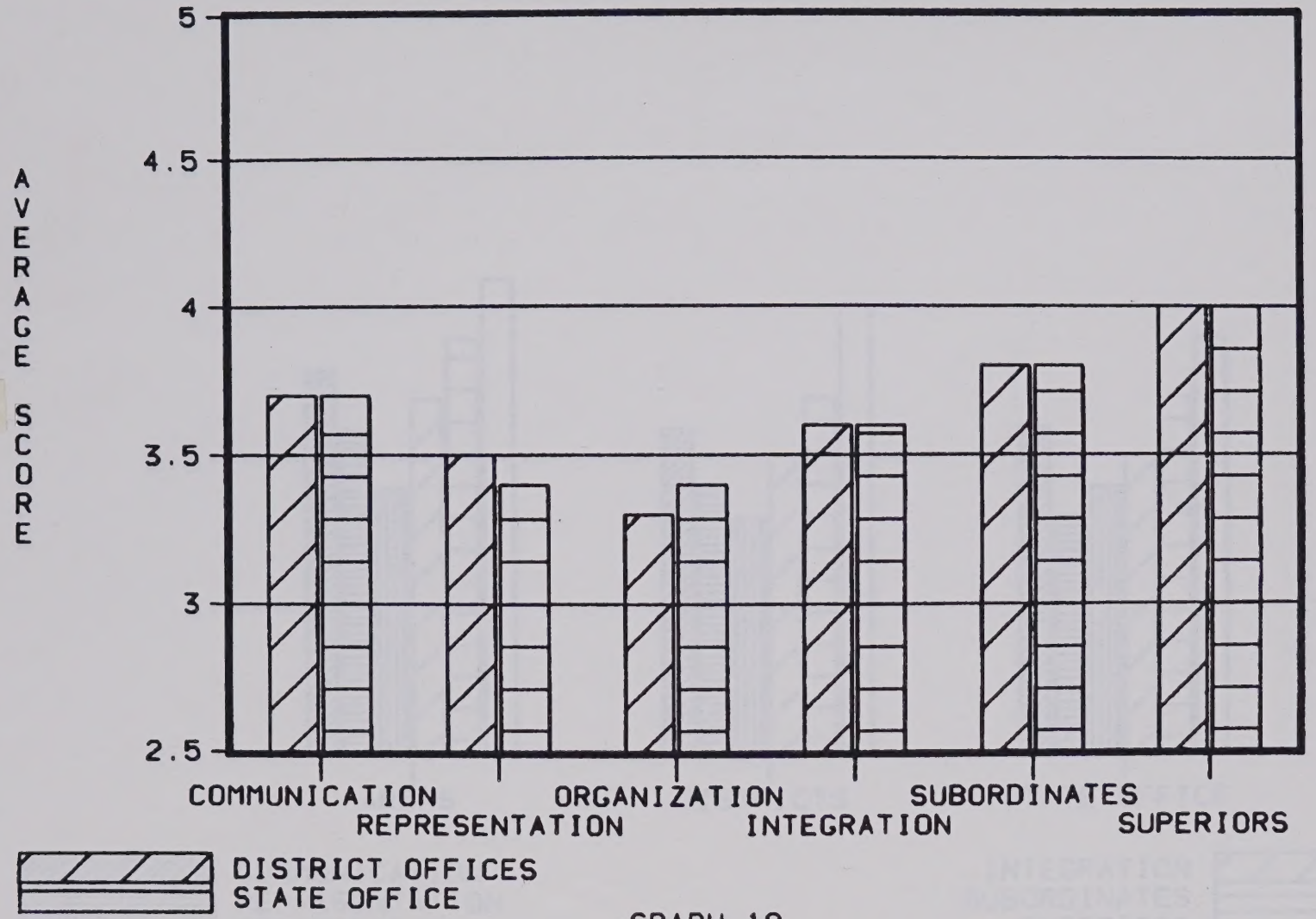
LEADER BEHAVIOR DESCRIPTIONS



GRAPH 17

LEADER BEHAVIOR DISCRIPTIONS

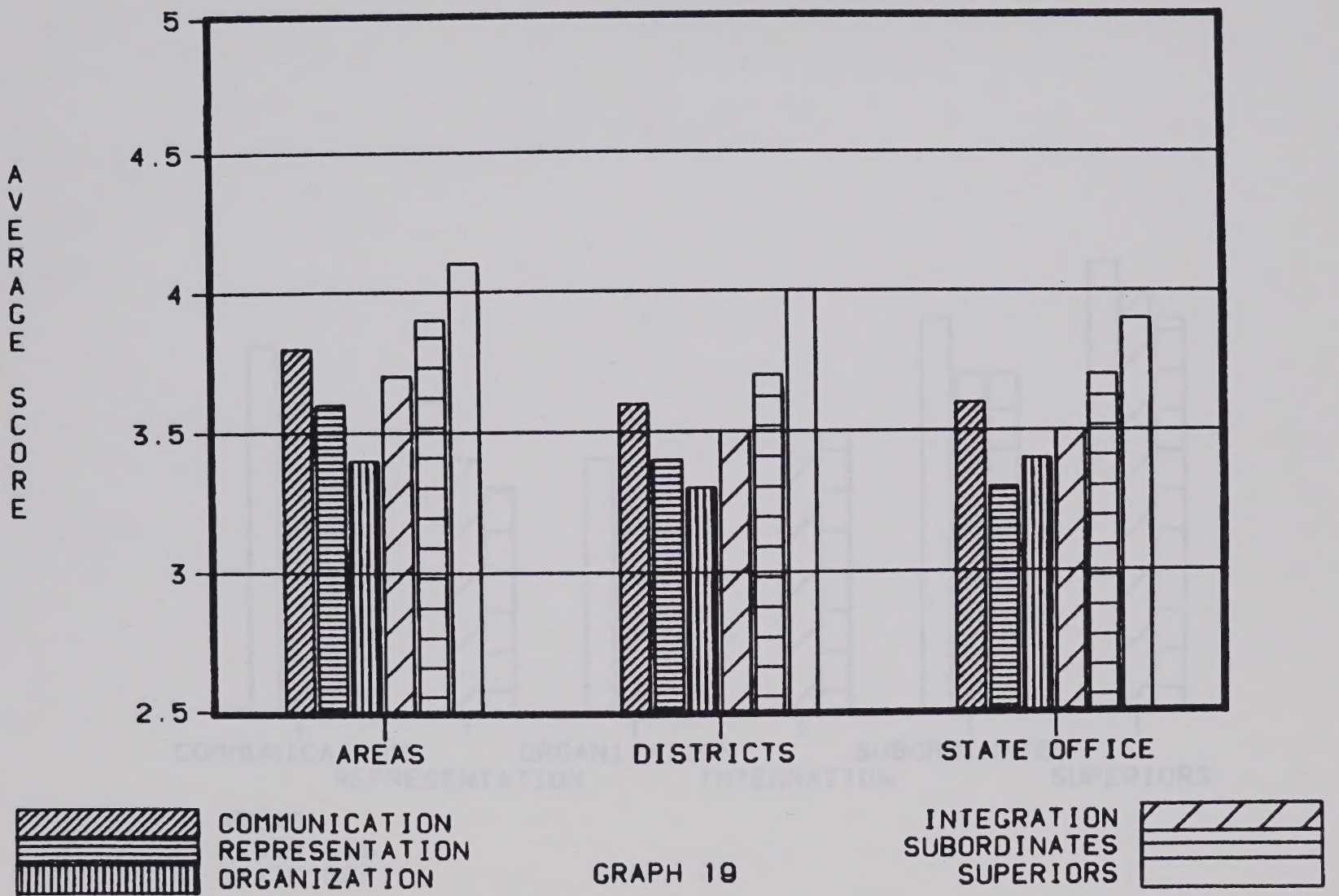
COMPARING DISTRICTS AND STATE OFFICE



GRAPH 18

MANAGEMENT STYLE IN AREAS, DISTRICTS AND STATE OFFICE

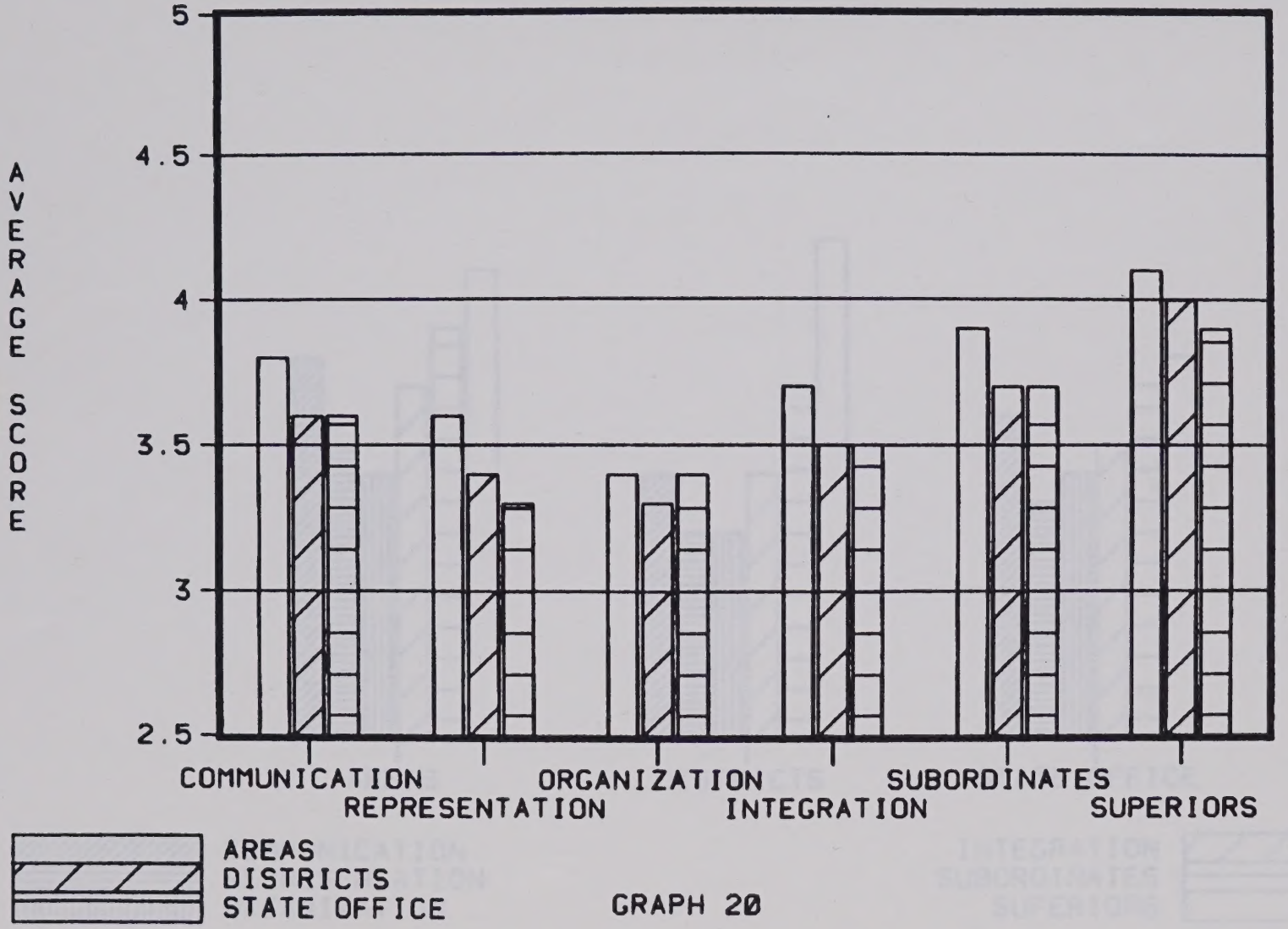
LEADER BEHAVIOR DESCRIPTIONS



GRAPH 19

LEADER BEHAVIOR DESCRIPTIONS

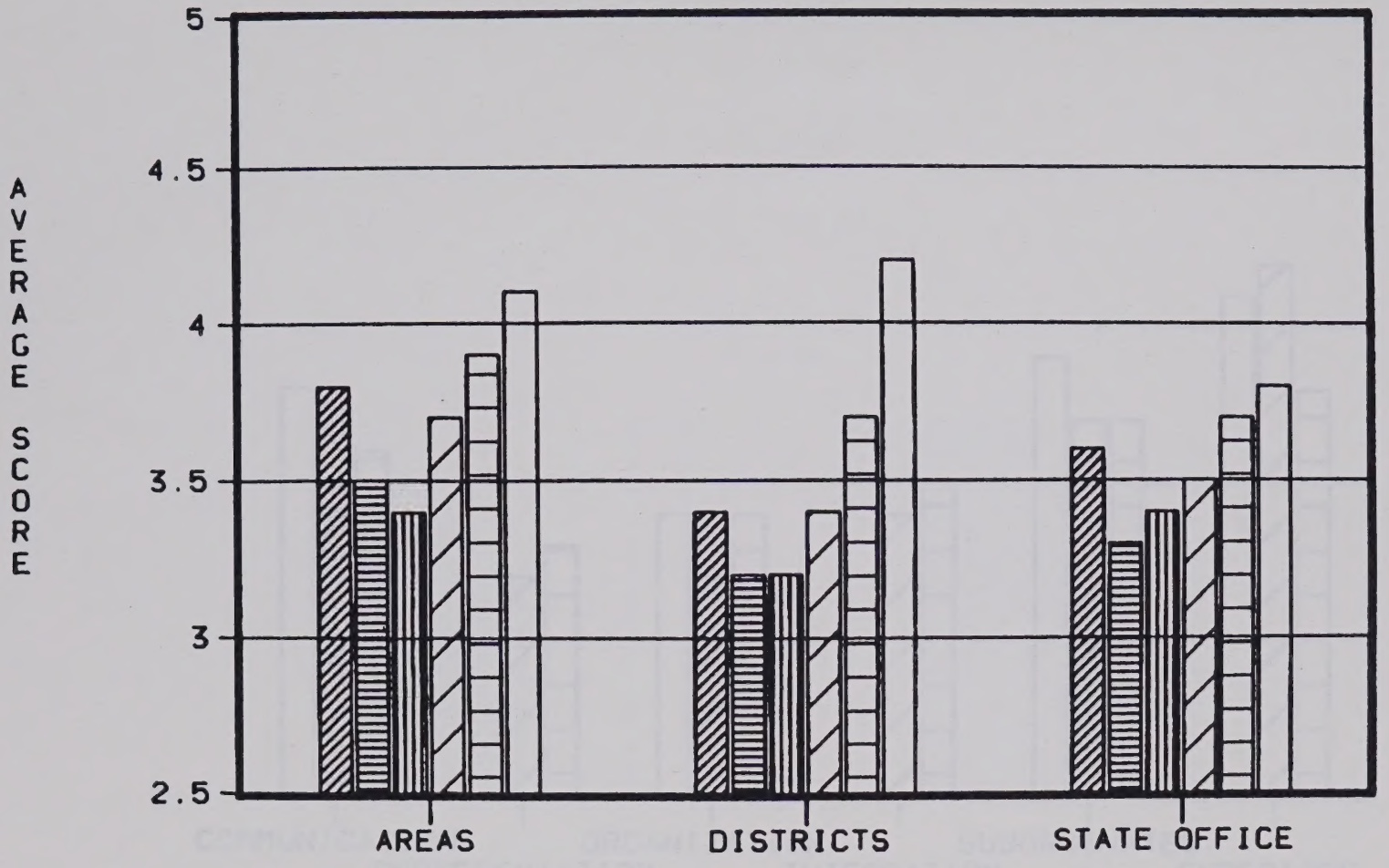
COMPARING AREAS, DISTRICTS AND STATE OFFICE



GRAPH 20

MANAGEMENT STYLE BY FIRST LINE SUPERVISORS

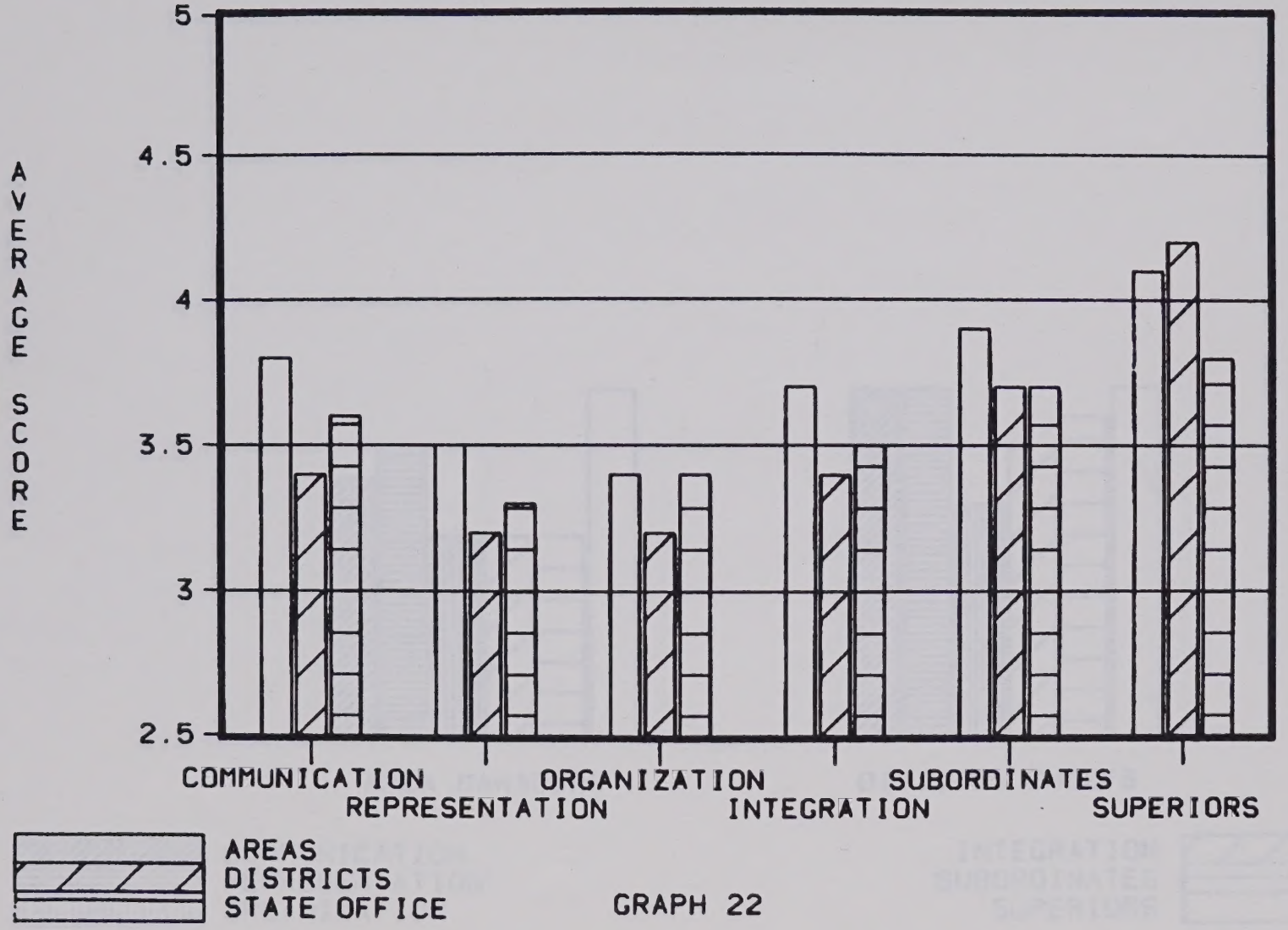
LEADER BEHAVIOR DESCRIPTIONS



GRAPH 21

LEADER BEHAVIOR DESCRIPTIONS

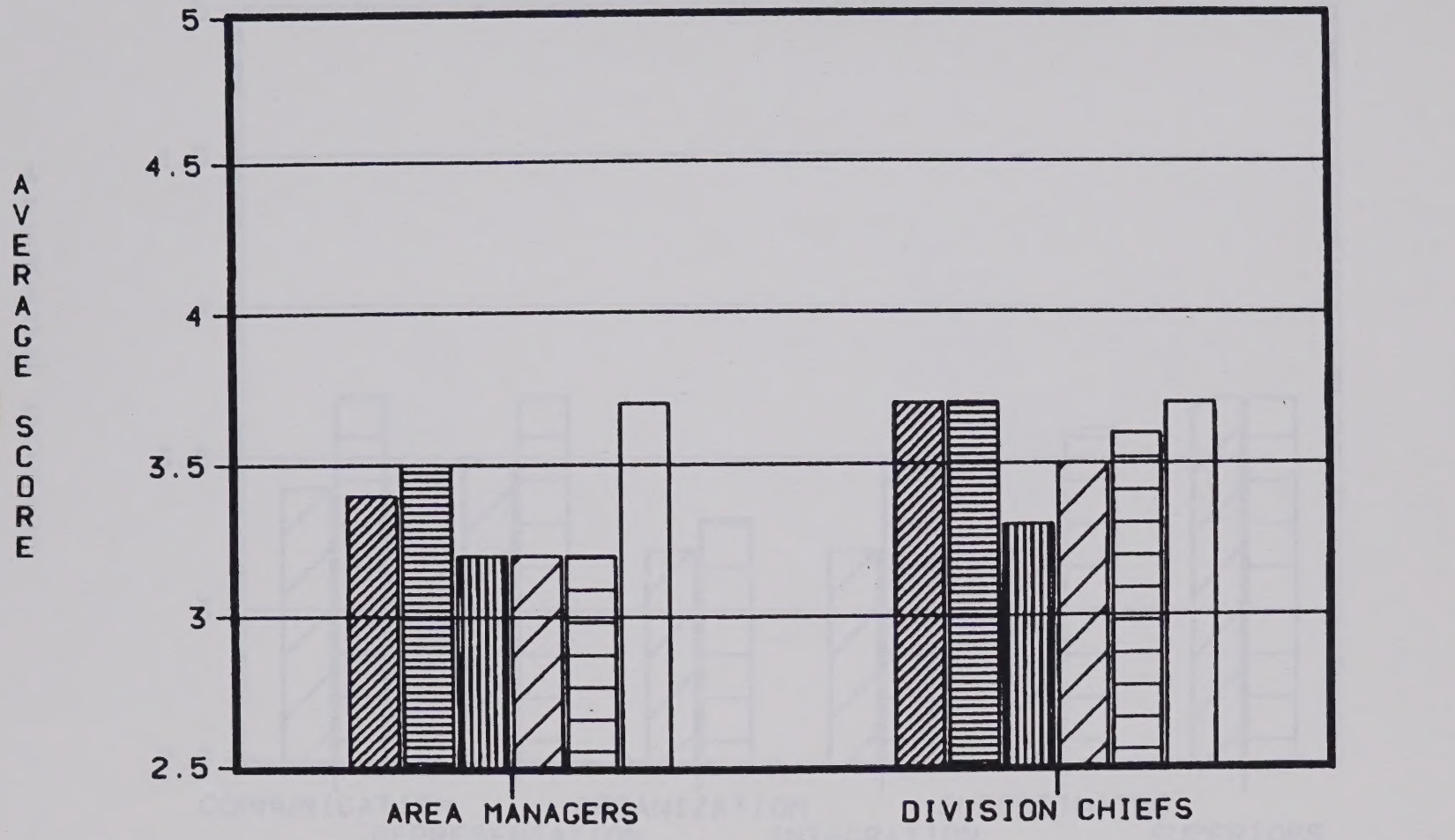
COMPARING FIRST LINE SUPERVISORS



GRAPH 22

MANAGEMENT STYLE BY DISTRICT MANAGERS

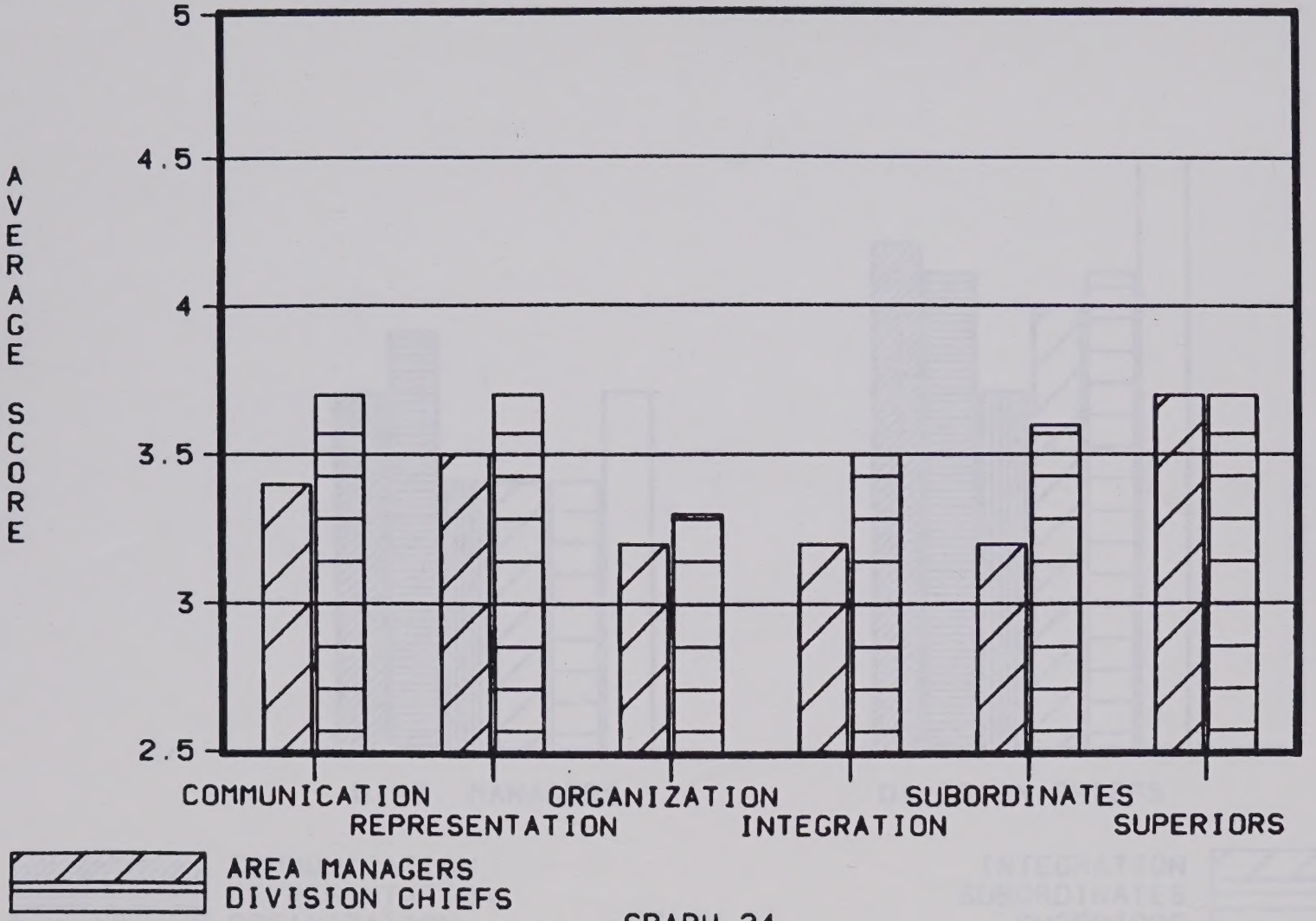
LEADER BEHAVIOR DESCRIPTIONS



GRAPH 23

DISTRICT MANAGERS LEADER BEHAVIOR DESCRIPTIONS

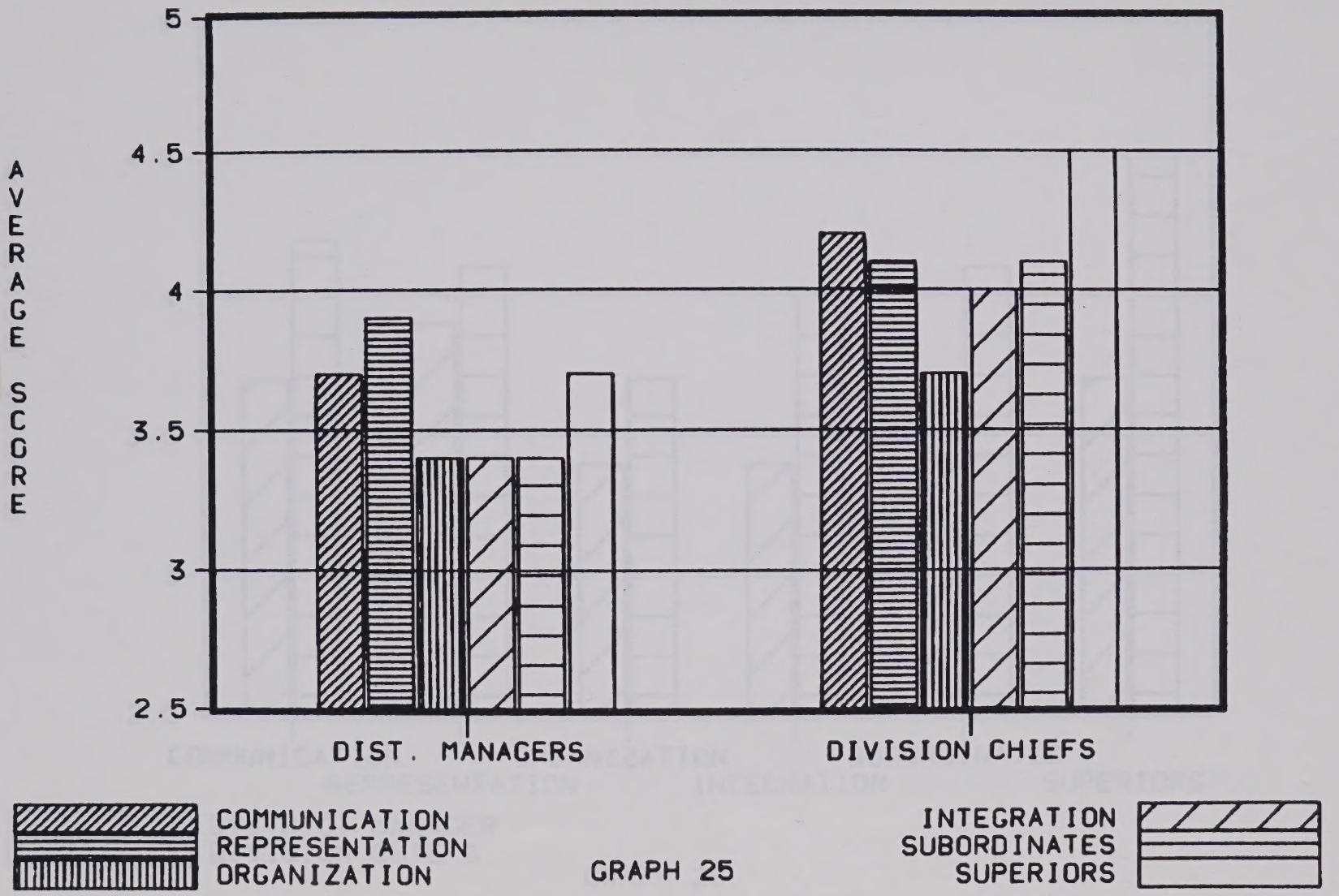
BY AREA MANAGERS AND D.O. DIVISION CHIEFS



GRAPH 24

MANAGEMENT STYLE BY STATE DIRECTOR

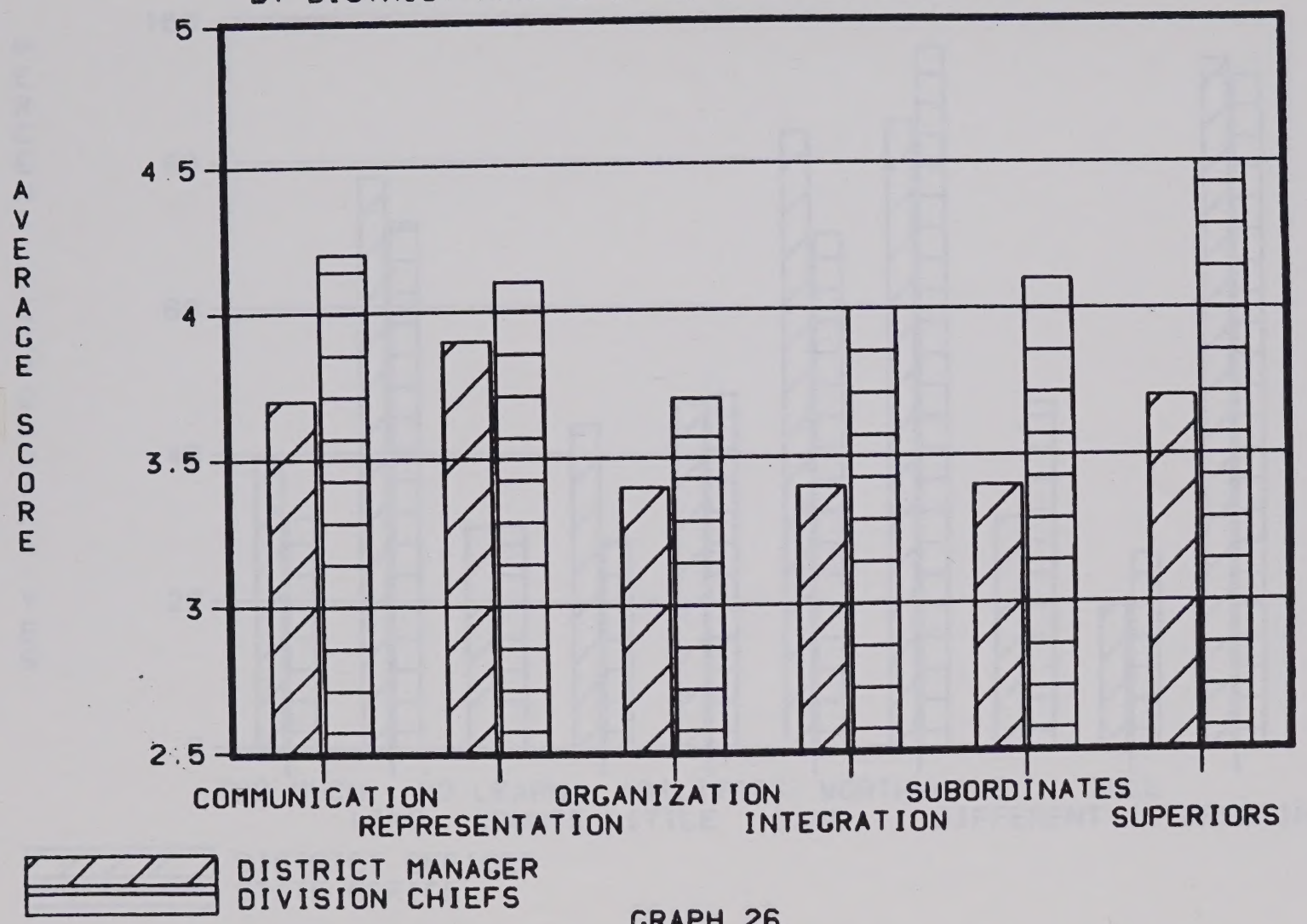
LEADER BEHAVIOR DESCRIPTIONS



GRAPH 25

STATE DIRECTOR LEADER BEHAVIOR DESCRIPTIONS

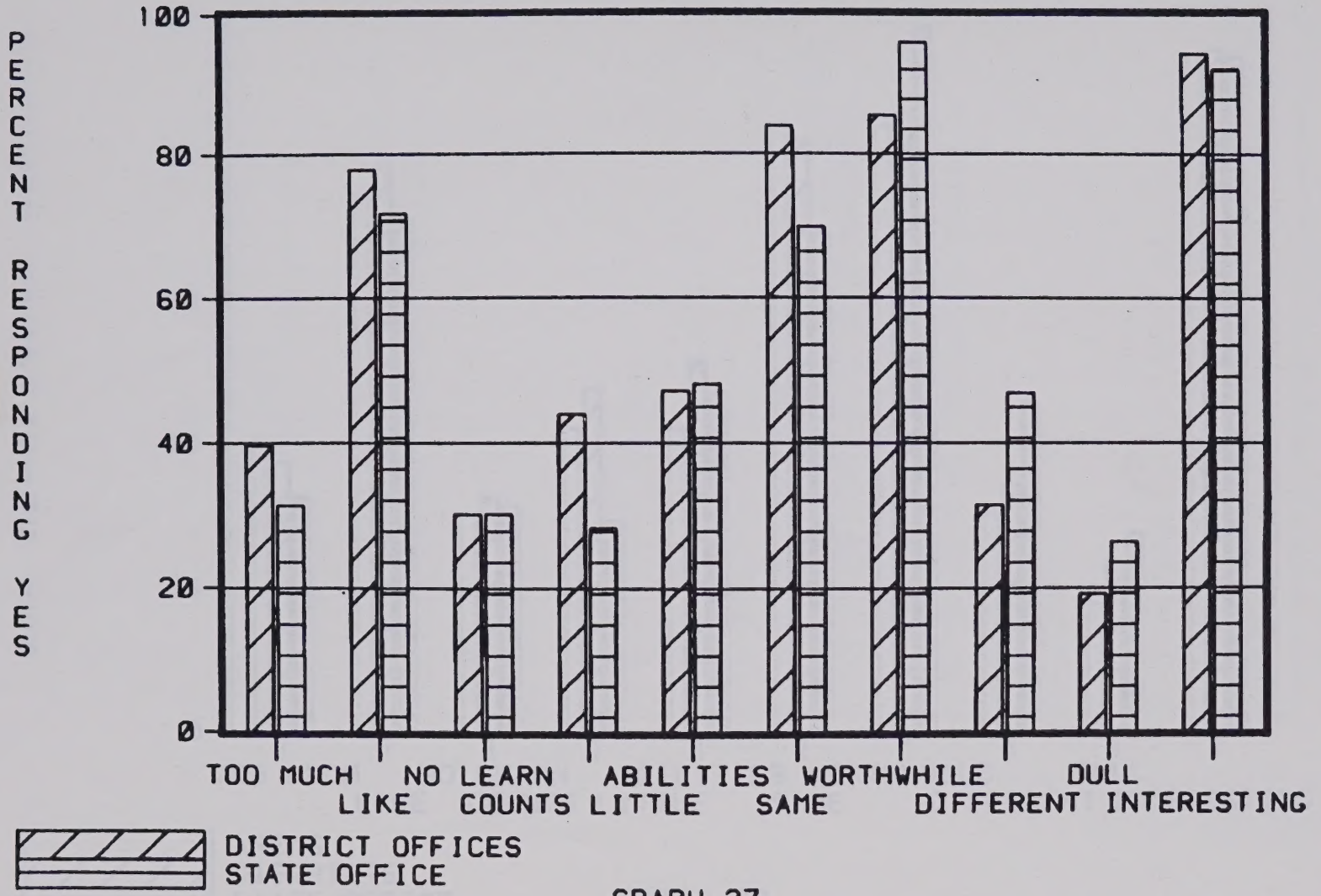
BY DISTRICT MANAGERS AND S.O. DIVISION CHIEFS



GRAPH 26

JOB SATISFACTION

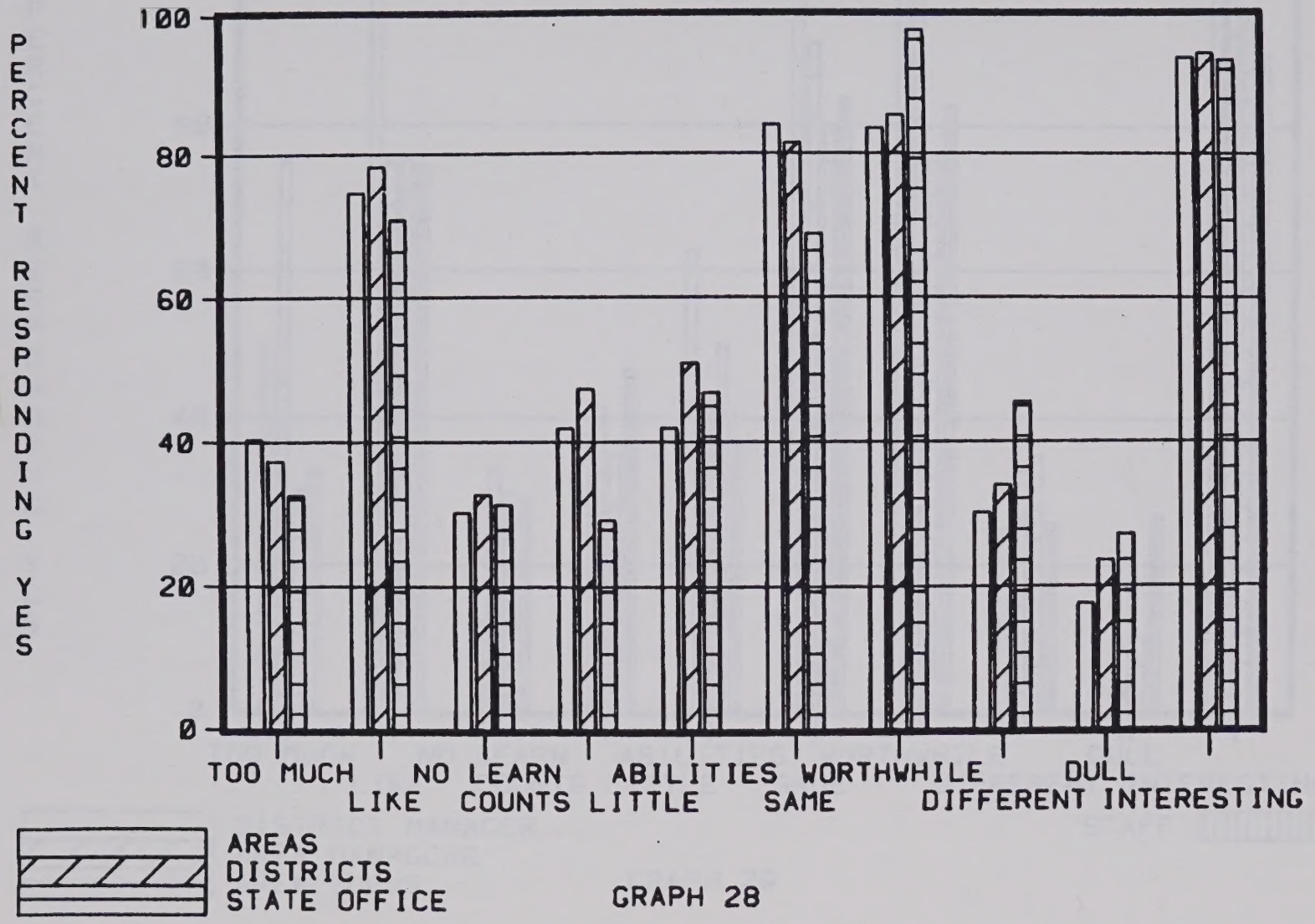
COMPARING DISTRICTS AND STATE OFFICE



GRAPH 27

JOB SATISFACTION

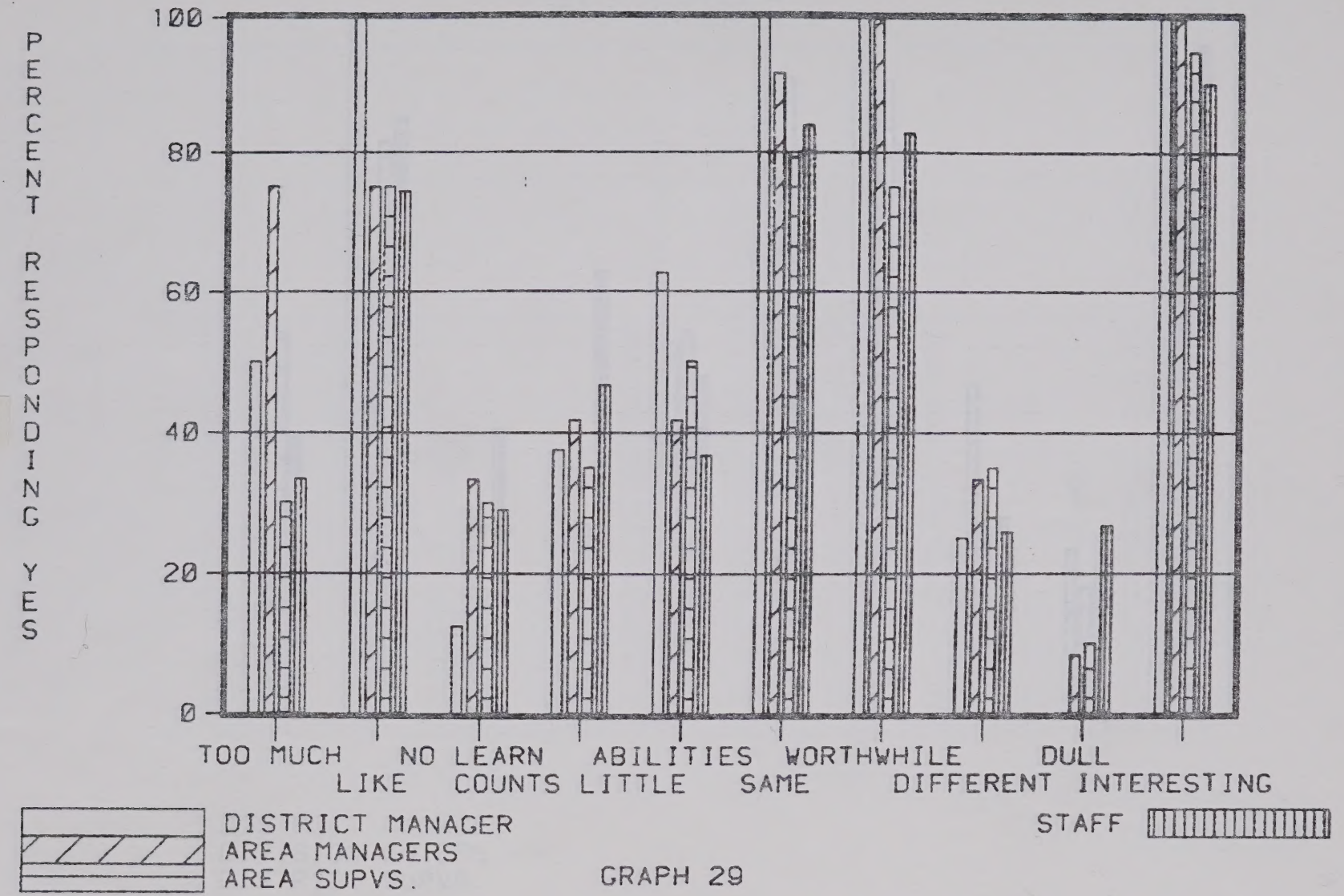
COMPARING AREAS, DISTRICTS AND STATE OFFICE



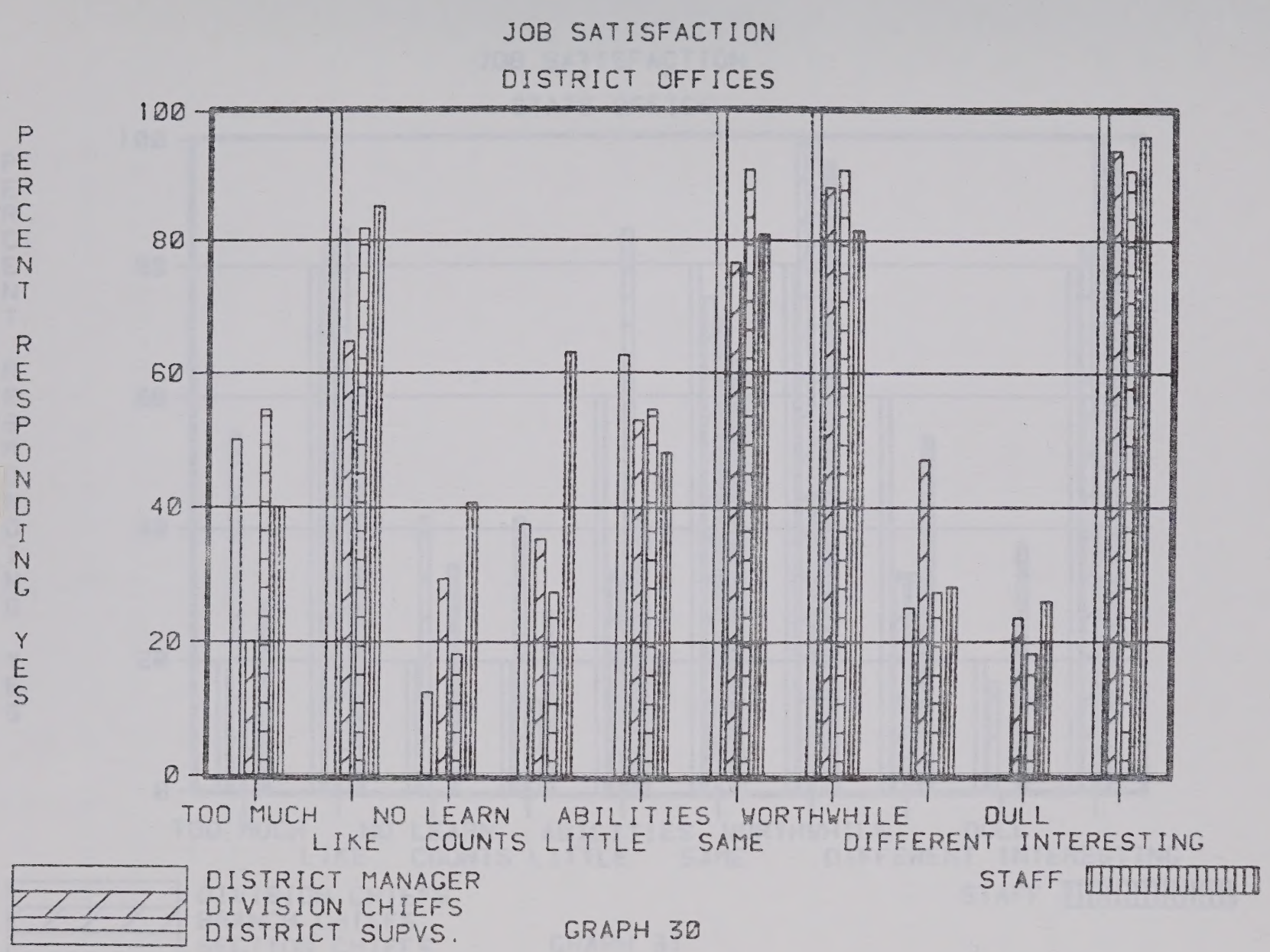
GRAPH 28

JOB SATISFACTION

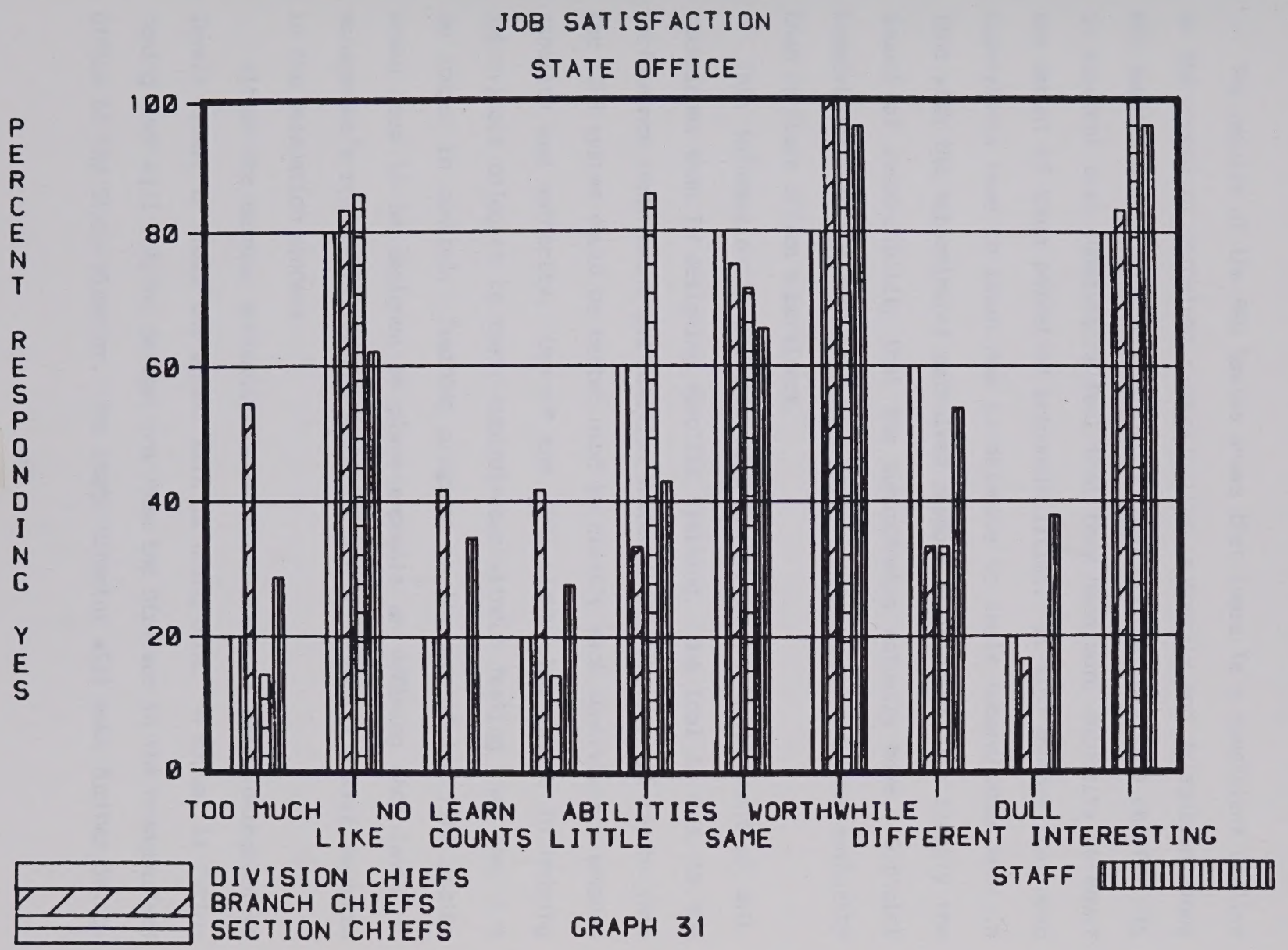
AREA OFFICES



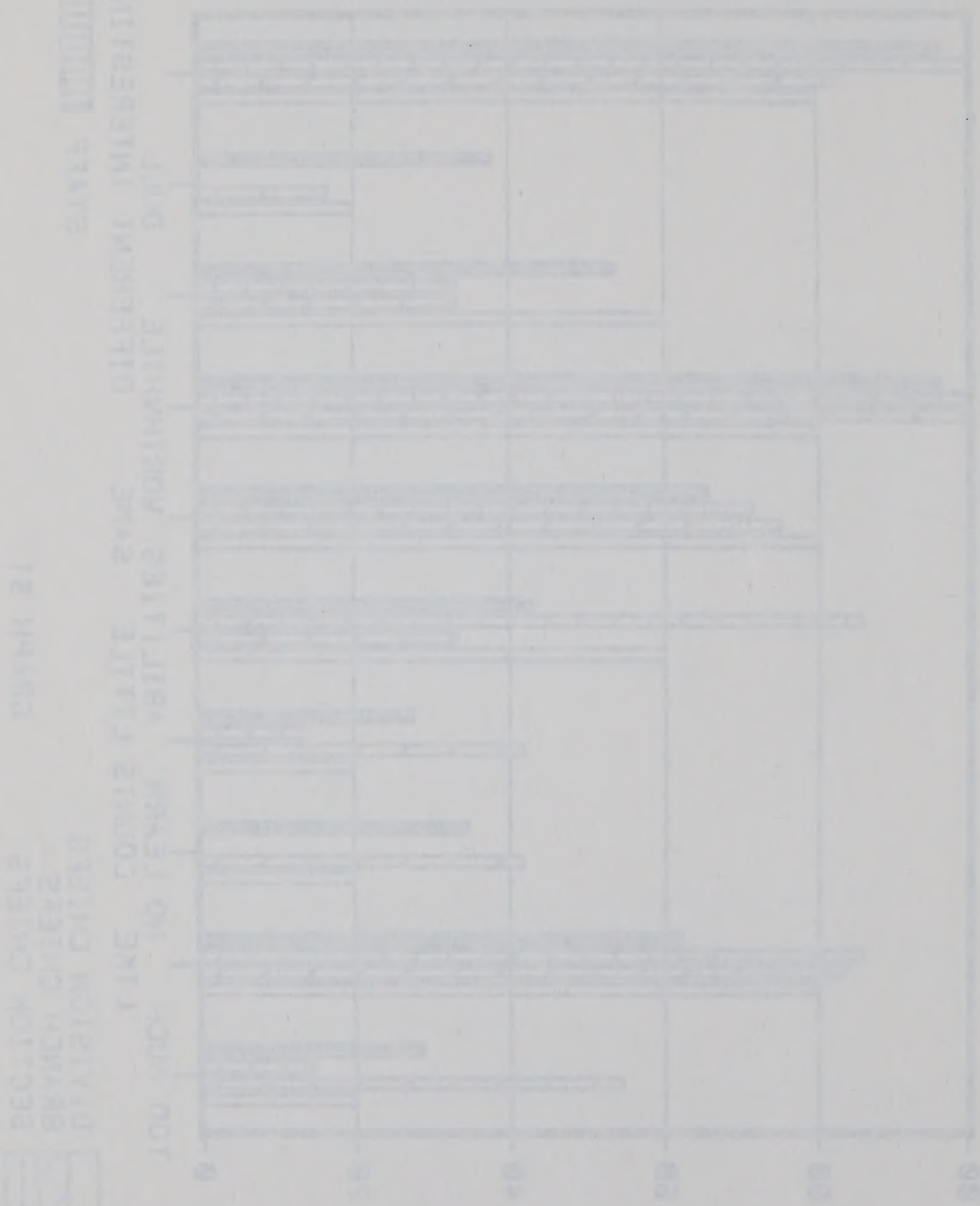
GRAPH 29


JOB SATISFACTION
DISTRICT OFFICES
PERCENT RESPONDING YES
100
80
60
40
20
0
TOO MUCH LIKE
NO LEARN COUNTS
ABILITIES LITTLE
WORTHWHILE SAME
DULL DIFFERENT
INTERESTING
DISTRICT MANAGER
DIVISION CHIEFS
DISTRICT SUPVS.
STAFF

GRAPH 30


JOB SATISFACTION
STATE OFFICE
PERCENT RESPONDING YES
100
80
60
40
20
0
TOO MUCH LIKE
NO LEARN COUNTS
LITTLE
ABILITIES SAME
WORTHWHILE
DULL DIFFERENT
INTERESTING
DIVISION CHIEFS
BRANCH CHIEFS
SECTION CHIEFS
STAFF

GRAPH 31



The results of the RAD Scales shows that there is a consistent decline in the amount of perceived responsibility, authority and delegation among all supervisors, with the exception of the District Division Chiefs. It is apparent that supervisors feel that they need more authority to equal the amount of their perceived responsibilities. It also appears that most supervisors need to learn how to delegate to their subordinates more in line with the subordinates perceived responsibilities or else clarify the amount of responsibility that the subordinates actually have. District supervisors perceive that they have less responsibility and less authority than do State Office supervisors.

This information is probably more useful in the development of O.D. techniques than in designing specific training. One tool in O.D. is the Performance Improvement and Position Review (PIPR) system. It may be that the PIPR system could be better used to clarify each supervisor's responsibility and authority. Use of the PIPR might also assist in helping supervisors delegate to their subordinates without feeling that they are no longer in control. Training programs in the use of the PIPR system would need to be designed to place emphasis on defining each level of management's responsibility and authority and subsequently assist managers in the delegation process.

Within the Bureau, authority is in the process of being delegated to levels closer to where the actual work is being done. A manual is forthcoming that will outline delegations from the Director in the Headquarters Office to the State Director. The State Director will make further deleg-

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ations at that time. From the results of the survey it appears important to delegate to the lowest staff and line levels possible. Supervisors at all levels need to become involved in the process. Particular attention needs to be paid to the authority needs of the State Office Division/Staff Chiefs. O.D. techniques need to be developed to better sensitize District Managers to the authority needs of the Area Managers and to assist Area Managers in clearly understanding their levels of responsibility and authority. The Area Managers are not receiving the delegation message that the District Managers report they are sending. District Managers and Area Managers need to resolve the different perceptions in how much the District Managers delegate and how much authority the Area Managers feel they have.

The findings of the Supervisory Behavior Description show that supervisors appeared to be equal in consideration and structure initiation; however, not at a particularly high level. The only finding that is significantly different seems to be that the State Director does initiate structure more with District Managers than with Division/Staff Chiefs. It would appear that all supervisors need continued assistance in developing consideration for their employees and in learning to initiate structure. A great deal of research has been done on these two factors and perhaps it would benefit the Bureau to initiate those training and O. D. programs and stategies that would promote both more consideration and initiation of structure by all supervisors. Separate programs need not be established for line and staff supervisors.

Since BLM supervisors need assistance in both consideration and initiating structure and since BLM is interested in increasing productivity

(doing more with less) the work of Stodgill (1974) is worthwhile to keep in mind. Stodgill has extensively reviewed and summarized research on leadership as follows:

The survival of a group is dependent upon a type of leadership able to keep members and subgroups working together toward a common purpose, maintain productivity at a level sufficient to sustain the group or to justify its existence, and to satisfy member expectations regarding leader and group. Competent leadership is expecially needed in times of crisis to unite the efforts of members and strengthen group cohesiveness around a common purpose. A group that desires to survive will prevent leaders of contending factions from destroying the legitimation of the role.

The following six points summarize research findings about person-oriented and work oriented leader behavior that is very helpful in designing both management/supervisor training courses and O.D. techniques.

1. Person-oriented patterns of leader behavior are not consistently related to productivity.
2. Among work-oriented patterns, only those behaviors that maintain role differentiation and let followers know what to expect are consistently related to group productivity.
3. Among person-oriented behaviors, only those providing freedom for member participation in group activities and showing concern for followers' welfare and comfort are consistently related to group cohesiveness.
4. Among work-oriented behaviors, only the pattern that structures member expectations is uniformly related to group cohesiveness.

5. All person-oriented behaviors tend to be related positively to follower satisfaction.

6. Among work-oriented behaviors, only structuring expectations is more often than not related positively to follower satisfaction.

It is evident that the behaviors within each cluster differ in their effects upon the group; therefore, it is erroneous to regard them as identical patterns of behavior. Person-oriented behaviors tend to promote follower satisfaction; they may or may not contribute to group productivity. Work-oriented behaviors restricting member participation and applying pressure for production may or may not further group productivity. Those maintaining role differentiation and clarifying expectations tend to enhance productivity; however, only the work-oriented pattern that structures and clarifies expectations promotes follower satisfaction and group cohesiveness. The person-oriented behaviors that contribute to group cohesiveness are those facilitating member freedom for participation and ensuring the welfare and comfort of followers.

Structuring expectations is the single pattern that contributes positively to group productivity, cohesiveness, and satisfaction. This pattern of behavior is perhaps the central factor in leadership since it is intimately associated with the definition of leadership as the initiation and maintenance of structure in expectation and interaction. Philosophies of leadership and training methods that undermine this factor destroy the very foundation of leadership.

The findings of the Leadership Behavior Descriptions indicate that District Managers are rated significantly higher in relations with subordinates by the District Division Chiefs than by the Area Managers. The

State Director's leader behavior is perceived quite differently by the District Managers than by the State Office Division/Staff Chiefs. Based on these perceptions, the State Director is seen to show significantly more communication and integration, and higher relations with subordinates and superiors to the State Office Division/Staff Chiefs than to the District Managers. These perceptions may be important in attempting to build a management style for top management, expecially if a "Management Team" is desired. O. D. techniques need to be developed so that the District Managers perceive the State Director at a level comparable with the perceptions of the State Office Division/Staff Chiefs.

In looking at the Job Satisfaction section it is apparent that although Bureau employees have interesting, worthwhile jobs in a field in which they want to stay, over 50 percent of the respondents feel their job does not allow them the full use of their abilities. More emphasis needs to be placed on identifying and accentuating the im- portance of work that is done as 44 percent of the District respond- ents and 28 percent of the State Office respondents feel that their job counts for little.. Emphasis also needs to be placed on providing job-related learning experiences for each employee as 30 percent of the respondents felt that they are not learning from their work.

Seventy-five percent of the Area Managers and over 50 percent of the State Office Branch Chiefs and District Office Division Chiefs and half of the District Managers feel that too much work is expected of them. Once again, as with the responsibility, authority and delega- tion issues, attention needs to be given to developing O.D. techniques that will assist in clarifying the roles and expectations of these supervisors in particular.

State Office non-supervisors and lower-level supervisors describe their jobs as dull and monotonous more often than do other respon- dents. Organizational development methods such as job enrichment and quality circles could be initiated to deal with this issue.

Generally there are some differences in the perceptions of line and staff respondents in the areas of responsibility, authority, delegation, leader behavior descriptions and job satisfaction. How- ever, the results of the questionnaire emphasizes the areas in which supervisor training and O.D. needs emphasis more than suggesting that line and staff or different levels of supervisors have differing training or O.D. needs.

An important point to remember is that it is useless to expect human relations courses to improve supervisors and lower-level manag- ers when superiors and the climate of the organization do not change. A commitment to organizational development is vital in improving the leadership skills and productivity of all employees in BLM-California.

APPENDIX A

IN REPLY REFER TO
1400-410
C-950.2

United States Department of the Interior

BUREAU OF LAND MANAGEMENT

STATE OFFICE
Federal Office Building
2800 Cottage Way
Sacramento, California 95825

July 8, 1981

Instruction Memorandum No. CA- 81-249
Expires: 9/30/82

To: All CSO Division Chiefs, Branch Chiefs and Section Heads
All District Managers, District Division Chiefs and District Office Supervisors
All Area Managers and Area Branch Chiefs

From: Chief, Division of Management Services

Subject: Questionnaire to Assist in the Development of Training FD: 7/31/81

The Bureau is decreasing the use of Bureauwide training courses and is putting emphasis on training developed within each state.

In an effort to provide the types of training for our managers that will be most worthwhile, we ask that you take some of your time to complete the enclosed questionnaire and return it to us by July 31, 1981. The results of this questionnaire will help our Training Officer in developing the most relevant and meaningful courses. Anyone interested in receiving a copy of the results of this questionnaire, please contact Torun Briles, Management Analyst, at FTS 468-4821. The results should be in a report form in mid-October 1981.

So that we get the most accurate responses we feel that the respondants to this questionnaire should remain anonymous. For this reason, please do not identify yourself in any way on the questionnaire. You will note that a letter (L, S, LS) and number (1, 2, 3) may appear on the first page of your questionnaire. This is solely for the purpose of differentiating line managers from staff managers.

The questionnaire is designed such that the back of the last page is self-addressed. Simply fold and staple the questionnaire so that the address is showing and drop it in the mail.

Thank you very much for your cooperation in taking the time to help us provide better Bureau training.

Roland A. Rush

Enclosures-1
1. Questionnaire

Distribution
WO-835 (1)
DSC-559A (3)

LS-3

QUESTIONNAIRE TO ASSIST IN DEVELOPMENT OF TRAINING COURSES

PART A

Directions: Below are six separate scales. Two of these scales describe different degrees of responsibility. Two describe different degrees of authority, and two describe different degrees of authority delegated to assistants and subordinates.

For each scale please: double check (XX) the single statement that most accurately describes your status and practices in carrying out your duties, and check (X) the next most descriptive statement.

Double check (XX) the most descriptive statement.

Check (X) the next most descriptive statement.

Check only two items in each scale.

Scale I

( ) 1. I am responsible for the formulation and adoption of long range plans and policies.

( ) 2. I am responsible for making decisions that define operating policies.

( ) 3. My supervisor gives me a general idea of what he/she wants done. It is my job to decide how it shall be done and to see that it gets done.

( ) 4. It is my responsibility to supervise the work performed by my subordinates.

( ) 5. The operations of my unit are planned by my supervisor. It is my responsibility to see that the plan is executed.

( ) 6. It is my responsibility to carry out direct orders that I received from my supervisor.

( ) 7. My responsibilities and duties are assigned daily in the form of specific tasks.

( ) 8. My supervisor approves each task I complete before I am permitted to undertake another.

Scale II

( ) 1. I have complete authority for establishing policies and goals of a general scope and establishing the lines of organizational authority and responsibility for the attainment of these goals.

( ) 2. I am authorized to make all decisions necessary for the implementation of long range plans.

( ) 3. In the main, I can make and carry out all decisions that fall within the realm of established policy without consulting my supervisor or obtaining his/her approval.

( ) 4. I have complete authority on routine matters but refer the majority of unusual items to my supervisor for approval.

( ) 5. All questions of policy must be referred to my supervisor for his/her decision.

( ) 6. I frequently refer questions to my supervisor before taking any action.

( ) 7. I seldom make decisions or take action without approval from my supervisor.

( ) 8. My work procedures are fully outlined and allow little freedom in making decisions.

Scale III

( ) 1. My subordinates have been granted authority to fulfill their duties in any manner they deem advisable.

( ) 2. My subordinates have full authority, except that I retain the right to approve or disapprove of decisions affecting policy making.

( ) 3. My subordinates have been authorized to make decisions on problems as they arise, but must keep me informed on matters of importance.

( ) 4. My subordinates have authority to handle all routine matters in day-to-day operations.

( ) 5. My subordinates may act in most routine matters.

( ) 6. Many of the responsibilities of my office cannot be entrusted to subordinates.

( ) 7. My subordinates have no actual authority to take action, but make recommendations regarding specific action to me.

( ) 8. I dictate detailed orders to my subordinates that they must carry out exactly as I specify, consulting me frequently if they are in doubt.

Scale IV

( ) 1. I am responsible for decisions relative to changes in long term policy.

( ) 2. I am responsible for making decisions relative to methods for effecting major changes in operations.

( ) 3. My supervisor always informs me as to the tasks to be performed and I am solely responsible for deciding how to fulfill these tasks and supervising their performance.

( ) 4. It is my responsibility to supervise the carrying out of orders that I receive from my supervisor.

( ) 5. I am responsible for making decisions relative to routine operations.

( ) 6. I execute direct orders given me by my supervisor.

( ) 7. I have only my own routine tasks to account for.

( ) 8. I am not responsible for daking decisions.

Scale V

( ) 1. I have complete authority for formulating policies of general nature and scope and for establishing lines of the entire organizational authority and responsibility.

( ) 2. I am authorized to make decisions that put all major plans and policies into action.

( ) 3. I refer only matters of an exceptional nature to my supervisor for approval. I settle most problems myself.

( ) 4. In situations not covered by instruction, I decide whether action is to be taken and what action to take.

( ) 5. I have no authority to act in matters where policy is not clearly defined.

( ) 6. I have authority to make decisions only as they are related to my own routine tasks.

( ) 7. I make decisions only when given explicit authority.

( ) 8. I follow a work schedule laid out for me by my supervisors and have little authority to make changes.

Scale VI

( ) 1. I make decisions only when consulted in unusual circumstances, authorizing my subordinates to exercise a high degree of authority and responsibility in making decisions.

( ) 2. I have delegated full authority to my subordinates, other than the rights to prescribe policy and pass upon broad procedures.

( ) 3. I give my subordinates a general idea of what I want done. It is their responsibility to decide how it shall be done and to see that it gets done.

( ) 4. I have delegated to my subordinates authority to make all routine daily decisions.

( ) 5. I make most decisions coming within my scope of authority, although my subordinates assume considerable responsibility for making decisions in routine matters where policies and procedures are well established.

( ) 6. I supervise my subordinates fairly closely in their exercise of authority.

( ) 7. I make all important decisions coming within my scope of authority. My subordinates are responsible for making decisions only in minor matters.

( ) 8. I have not found it advisable to delegate authority to my subordinates.

PART B

Directions: 1. Read each item carefully.
2. Think about how frequently your supervisor engages in the behavior described by the item.
3. Read the five answers provided after the item and decide which one of the five most nearly expresses the frequency with which your supervisor engages in the behavior.
4. Place an X in the [ ] of the answer you have selected.

Your supervisor:	Always	Often	Sometimes	Seldom	Never
1. Refuses to give in when people disagree with him/her.	[ ]	[ ]	[ ]	[ ]	[ ]
2. Does personal favors for the supervisors under him/her.	[ ]	[ ]	[ ]	[ ]	[ ]
3. Expresses appreciation when one of his/her staff does a good job.	[ ]	[ ]	[ ]	[ ]	[ ]
4. Is easy to understand.	[ ]	[ ]	[ ]	[ ]	[ ]
5. Demands more than the staff can do.	[ ]	[ ]	[ ]	[ ]	[ ]
6. Helps the staff with personal problems.	[ ]	[ ]	[ ]	[ ]	[ ]
7. Critizes his/her staff in front of others.	[ ]	[ ]	[ ]	[ ]	[ ]
8. Stands up for his/her staff even though it makes him/her unpopular.	[ ]	[ ]	[ ]	[ ]	[ ]
9. Insists that everything be done his/her way.	[ ]	[ ]	[ ]	[ ]	[ ]
10. Sees that a staff member is rewarded for a job well done.	[ ]	[ ]	[ ]	[ ]	[ ]
11. Rejects suggestions for change.	[ ]	[ ]	[ ]	[ ]	[ ]
12. Changes the duties of people under him/her without first talking it over with them.	[ ]	[ ]	[ ]	[ ]	[ ]
13. Treats people under him/her without considering their feelings.	[ ]	[ ]	[ ]	[ ]	[ ]
14. Tries to keep the staff under him/her in good standing with those in higher authority.	[ ]	[ ]	[ ]	[ ]	[ ]

Your supervisor:	Always	Often	Sometimes	Seldom	Never
Resists changes in ways of doing things.	[ ]	[ ]	[ ]	[ ]	[ ]
16. "Rides" the staff who makes a mistake.	[ ]	[ ]	[ ]	[ ]	[ ]
17. Refuses to explain his/her actions.	[ ]	[ ]	[ ]	[ ]	[ ]
18. Acts without consulting his/her staff first.	[ ]	[ ]	[ ]	[ ]	[ ]
19. Stresses tHe importance of high morale among those under him/her.	[ ]	[ ]	[ ]	[ ]	[ ]
20. Backs up his/her staff in their actions.	[ ]	[ ]	[ ]	[ ]	[ ]
21. Is slow to accept new ideas.	[ ]	[ ]	[ ]	[ ]	[ ]
22. Treats all his/her staff as his/her equal.	[ ]	[ ]	[ ]	[ ]	[ ]
23. Criticizes a specific act rather than a particular individual.	[ ]	[ ]	[ ]	[ ]	[ ]
24. Is willing to make changes.	[ ]	[ ]	[ ]	[ ]	[ ]
25. Makes those under him/her feel at ease when talking with him/her.	[ ]	[ ]	[ ]	[ ]	[ ]
26. Is friendly and can be easily approached.	[ ]	[ ]	[ ]	[ ]	[ ]
27. Puts suggestions that are made by staff under him/her into operation.	[ ]	[ ]	[ ]	[ ]	[ ]
28. Gets the approval of his/her staff on important matters before going ahead.	[ ]	[ ]	[ ]	[ ]	[ ]
29. Encourages overtime work.	[ ]	[ ]	[ ]	[ ]	[ ]
30. Tries out his/her new ideas.	[ ]	[ ]	[ ]	[ ]	[ ]
31. Rules with an iron hand.	[ ]	[ ]	[ ]	[ ]	[ ]
32. Critizes poor work.	[ ]	[ ]	[ ]	[ ]	[ ]
33. Talks about how much should be done.	[ ]	[ ]	[ ]	[ ]	[ ]

Your supervisor:	Always	Often	Sometimes	Seldom	Never
34. Encourages slow working staff to greater effort.	[ ]	[ ]	[ ]	[ ]	[ ]
35. Waits for his/her staff to push new ideas before he/she does.	[ ]	[ ]	[ ]	[ ]	[ ]
36. Assigns people under him/her to particular tasks.	[ ]	[ ]	[ ]	[ ]	[ ]
37. Asks for sacrifices from staff for the good of the entire organization.	[ ]	[ ]	[ ]	[ ]	[ ]
38. Insists that his/her staff follow standard ways of doing things in every detail.	[ ]	[ ]	[ ]	[ ]	[ ]
39. Sees to it that people under him/her are working up to their limits.	[ ]	[ ]	[ ]	[ ]	[ ]
40. Offers new approaches to problems.	[ ]	[ ]	[ ]	[ ]	[ ]
41. Insists that he/she be informed on decisions make by staff under him.	[ ]	[ ]	[ ]	[ ]	[ ]
42. Lets others do their work the way they think best.	[ ]	[ ]	[ ]	[ ]	[ ]
43. Stresses being ahead of competing work groups.	[ ]	[ ]	[ ]	[ ]	[ ]
44. "Needles" staff under him/her for greater effort.	[ ]	[ ]	[ ]	[ ]	[ ]
45. Decides in detail what shall be done and how it shall be done.	[ ]	[ ]	[ ]	[ ]	[ ]
46. Emphasizes meeting of deadlines.	[ ]	[ ]	[ ]	[ ]	[ ]
47. Askes supervisors under him/her who have slow groups to get more out of their groups.	[ ]	[ ]	[ ]	[ ]	[ ]
48. Emphasizes the quantity of work.	[ ]	[ ]	[ ]	[ ]	[ ]
49. Keeps informed about the work that is being done.	[ ]	[ ]	[ ]	[ ]	[ ]
50. Makes outside contacts for the group.	[ ]	[ ]	[ ]	[ ]	[ ]

Your supervisor:	Always	Often	Sometimes	Seldom	Never
51. Schedules the work to be done.	[ ]	[ ]	[ ]	[ ]	[ ]
52. Works right along with the group.	[ ]	[ ]	[ ]	[ ]	[ ]
53. Explains why a particular action is important.	[ ]	[ ]	[ ]	[ ]	[ ]
54. Sells the public on the importance of his/her group.	[ ]	[ ]	[ ]	[ ]	[ ]
55. Asks that members follow organizational lines.	[ ]	[ ]	[ ]	[ ]	[ ]
56. Looks out for the welfare of individual members.	[ ]	[ ]	[ ]	[ ]	[ ]
57. Gives advance notice of changes.	[ ]	[ ]	[ ]	[ ]	[ ]
58. Speaks in public in the name of the group.	[ ]	[ ]	[ ]	[ ]	[ ]
59. Figures ahead on what should be done.	[ ]	[ ]	[ ]	[ ]	[ ]
60. Encourages members to work as a team.	[ ]	[ ]	[ ]	[ ]	[ ]
61. Keeps well informed about the progress of the group.	[ ]	[ ]	[ ]	[ ]	[ ]
62. Backs up the members in their actions.	[ ]	[ ]	[ ]	[ ]	[ ]
63. Encourages the use of certain uniform procedures.	[ ]	[ ]	[ ]	[ ]	[ ]
64. Makes it pleasant to be a member of the group.	[ ]	[ ]	[ ]	[ ]	[ ]
65. Establishes cordial relations with subordinates.	[ ]	[ ]	[ ]	[ ]	[ ]
66. Establishes cordial relations with superiors.	[ ]	[ ]	[ ]	[ ]	[ ]
67. Knows who is responsible for each job.	[ ]	[ ]	[ ]	[ ]	[ ]
68. Keeps the group informed.	[ ]	[ ]	[ ]	[ ]	[ ]

	Always	Often	Sometimes	Seldom	Never
Your supervisor:					
69. Maintains a close working relationship with subordinates.	[ ]	[ ]	[ ]	[ ]	[ ]
70. Maintains a close working relationship with superiors.	[ ]	[ ]	[ ]	[ ]	[ ]

PART C

Directions: 1. Read each item carefully
2. Place an X in the [ ] that describes your opinion.

	Yes	No
1. Does the Bureau expect too much work from you on your job?	[ ]	[ ]
2. Is your present job the kind of work you would like to keep doing for a living?	[ ]	[ ]
3. Have you ever felt that you are not learning anything on your job?	[ ]	[ ]
4. Do you sometimes feel that your job counts for very little in the Bureau?	[ ]	[ ]
5. Does your job allow you to use your abilities as much as you would like?	[ ]	[ ]
6. If you were going to work for another agency, would you like to do the same kind of work that you are now doing?	[ ]	[ ]
7. Do you feel that you are doing something worthwhile on your job?	[ ]	[ ]
8. Would you take a different job at the same rate of pay in your office if it were offered to you?	[ ]	[ ]
9. Is your job often dull and monotonous?	[ ]	[ ]
10. Would you say that you worked at an interesting kind of job?	[ ]	[ ]

APPENDIX B

IN REPLY REFER TO
1400-410
C-950.2

United States Department of the Interior

BUREAU OF LAND MANAGEMENT

STATE OFFICE
Federal Office Building
2800 Cottage Way
Sacramento, California 95825

July 14, 1981

Instruction Memorandum No. CA-81-257
Expires: 9/30/82

To: Selected Non-supervisory Personnel

From: Chief, Division of Management Services

Subject: Questionnaire to Assist in the Development of Training

The Bureau is decreasing the use of Bureauwide training courses and is putting emphasis on training developed within each state.

In an effort to provide the types of training for our managers that will be most worthwhile, we ask that you take some of your time to complete the enclosed questionnaire and return it to us by July 31, 1981. The results of this questionnaire will help our Training Officer in developing the most relevant and meaningful courses. Anyone interested in receiving a copy of the results of this questionnaire, please contact Torun Briles, Management Analyst, at FTS 468-4821. The results should be in a report form in mid-October 1981.

So that we get the most accurate responses we feel that the respondants to this questionnaire should remain anonymous. For this reason, please do not identify yourself in any way on the questionnaire.

The questionnaire is designed such that the back of the last page is self-addressed. Simply fold and staple the questionnaire so that the address is showing and drop it in the mail.

Thank you very much for your cooperation in taking the time to help us provide better Bureau training.

Herman J. Lyttge
Acting

Enclosures-1
1. Questionnaire

Distribution
WO-835 (1)
DSC-559A (3)

PART A

Directions: 1. Read each item carefully.
2. Think about how frequently your supervisor engages in the behavior described by the item.
3. Read the five answers provided after the item and decide which one of the five most nearly expresses the frequency with which your supervisor engages in the behavior.
4. Place an X in the [ ] of the answer you have selected.

Your supervisor:	Always	Often	Sometimes	Seldom	Never
1. Refuses to give in when people disagree with him/her.	[ ]	[ ]	[ ]	[ ]	[ ]
2. Does personal favors for the supervisors under him/her.	[ ]	[ ]	[ ]	[ ]	[ ]
3. Expresses appreciation when one of his/her staff does a good job.	[ ]	[ ]	[ ]	[ ]	[ ]
4. Is easy to understand.	[ ]	[ ]	[ ]	[ ]	[ ]
5. Demands more than the staff can do.	[ ]	[ ]	[ ]	[ ]	[ ]
6. Helps the staff with personal problems.	[ ]	[ ]	[ ]	[ ]	[ ]
7. Critizes his/her staff in front of others.	[ ]	[ ]	[ ]	[ ]	[ ]
8. Stands up for his/her staff even though it makes him/her unpopular.	[ ]	[ ]	[ ]	[ ]	[ ]
9. Insists that everything be done his/her way.	[ ]	[ ]	[ ]	[ ]	[ ]
10. Sees that a staff member is rewarded for a job well done.	[ ]	[ ]	[ ]	[ ]	[ ]
11. Rejects suggestions for change.	[ ]	[ ]	[ ]	[ ]	[ ]
12. Changes the duties of people under him/her without first talking it over with them.	[ ]	[ ]	[ ]	[ ]	[ ]
13. Treats people under him/her without considering their feelings.	[ ]	[ ]	[ ]	[ ]	[ ]
14. Tries to keep the staff under him/her in good standing with those in higher authority.	[ ]	[ ]	[ ]	[ ]	[ ]

Your supervisor:	Always	Often	Sometimes	Seldom	Never
15. Resists changes in ways of doing things.	[ ]	[ ]	[ ]	[ ]	[ ]
16. "Rides" the staff who makes a mistake.	[ ]	[ ]	[ ]	[ ]	[ ]
17. Refuses to explain his/her actions.	[ ]	[ ]	[ ]	[ ]	[ ]
18. Acts without consulting his/her staff first.	[ ]	[ ]	[ ]	[ ]	[ ]
19. Stresses the importance of high morale among those under him/her.	[ ]	[ ]	[ ]	[ ]	[ ]
20. Backs up his/her staff in their actions.	[ ]	[ ]	[ ]	[ ]	[ ]
21. Is slow to accept new ideas.	[ ]	[ ]	[ ]	[ ]	[ ]
22. Treats all his/her staff as his/her equal.	[ ]	[ ]	[ ]	[ ]	[ ]
23. Criticizes a specific act rather than a particular individual.	[ ]	[ ]	[ ]	[ ]	[ ]
24. Is willing to make changes.	[ ]	[ ]	[ ]	[ ]	[ ]
25. Makes those under him/her feel at ease when talking with him/her.	[ ]	[ ]	[ ]	[ ]	[ ]
26. Is friendly and can be easily approached.	[ ]	[ ]	[ ]	[ ]	[ ]
27. Puts suggestions that are made by staff under him/her into operation.	[ ]	[ ]	[ ]	[ ]	[ ]
28. Gets the approval of his/her staff on important matters before going ahead.	[ ]	[ ]	[ ]	[ ]	[ ]
29. Encourages overtime work.	[ ]	[ ]	[ ]	[ ]	[ ]
30. Tries out his/her new ideas.	[ ]	[ ]	[ ]	[ ]	[ ]
31. Rules with an iron hand.	[ ]	[ ]	[ ]	[ ]	[ ]
32. Critizes poor work.	[ ]	[ ]	[ ]	[ ]	[ ]
33. Talks about how much should be done.	[ ]	[ ]	[ ]	[ ]	[ ]

Your supervisor:	Always	Often	Sometimes	Seldom	Never
34. Encourages slow working staff to greater effort.	[ ]	[ ]	[ ]	[ ]	[ ]
35. Waits for his/her staff to push new ideas before he/she does.	[ ]	[ ]	[ ]	[ ]	[ ]
36. Assigns people under him/her to particular tasks.	[ ]	[ ]	[ ]	[ ]	[ ]
37. Asks for sacrifices from staff for the good of the entire organization.	[ ]	[ ]	[ ]	[ ]	[ ]
38. Insists that his/her staff follow standard ways of doing things in every detail.	[ ]	[ ]	[ ]	[ ]	[ ]
39. Sees to it that people under him/her are working up to their limits.	[ ]	[ ]	[ ]	[ ]	[ ]
40. Offers new approaches to problems.	[ ]	[ ]	[ ]	[ ]	[ ]
41. Insists that he/she be informed on decisions made by staff under him.	[ ]	[ ]	[ ]	[ ]	[ ]
42. Lets others do their work the way they think best.	[ ]	[ ]	[ ]	[ ]	[ ]
43. Stresses being ahead of competing work groups.	[ ]	[ ]	[ ]	[ ]	[ ]
44. "Needles" staff under him/her for greater effort.	[ ]	[ ]	[ ]	[ ]	[ ]
45. Decides in detail what shall be done and how it shall be done.	[ ]	[ ]	[ ]	[ ]	[ ]
46. Emphasizes meeting of deadlines.	[ ]	[ ]	[ ]	[ ]	[ ]
47. Askes supervisors under him/her who have slow groups to get more out of their groups.	[ ]	[ ]	[ ]	[ ]	[ ]
48. Emphasizes the quantity of work.	[ ]	[ ]	[ ]	[ ]	[ ]
49. Keeps informed about the work that is being done.	[ ]	[ ]	[ ]	[ ]	[ ]
50. Makes outside contacts for the group.	[ ]	[ ]	[ ]	[ ]	[ ]

Your supervisor:	Always	Often	Sometimes	Seldom	Never
51. Schedules the work to be done.	[ ]	[ ]	[ ]	[ ]	[ ]
52. Works right along with the group.	[ ]	[ ]	[ ]	[ ]	[ ]
53. Explains why a particular action is important.	[ ]	[ ]	[ ]	[ ]	[ ]
54. Sells the public on the importance of his/her group.	[ ]	[ ]	[ ]	[ ]	[ ]
55. Asks that members follow organizational lines.	[ ]	[ ]	[ ]	[ ]	[ ]
56. Looks out for the welfare of individual members.	[ ]	[ ]	[ ]	[ ]	[ ]
57. Gives advance notice of changes.	[ ]	[ ]	[ ]	[ ]	[ ]
58. Speaks in public in the name of the group.	[ ]	[ ]	[ ]	[ ]	[ ]
59. Figures ahead on what should be done.	[ ]	[ ]	[ ]	[ ]	[ ]
60. Encourages members to work as a team.	[ ]	[ ]	[ ]	[ ]	[ ]
61. Keeps well informed about the progress of the group.	[ ]	[ ]	[ ]	[ ]	[ ]
62. Backs up the members in their actions.	[ ]	[ ]	[ ]	[ ]	[ ]
63. Encourages the use of certain uniform procedures.	[ ]	[ ]	[ ]	[ ]	[ ]
64. Makes it pleasant to be a member of the group.	[ ]	[ ]	[ ]	[ ]	[ ]
65. Establishes cordial relations with subordinates.	[ ]	[ ]	[ ]	[ ]	[ ]
66. Establishes cordial relations with superiors.	[ ]	[ ]	[ ]	[ ]	[ ]
67. Knows who is responsible for each job.	[ ]	[ ]	[ ]	[ ]	[ ]
68. Keeps the group informed.	[ ]	[ ]	[ ]	[ ]	[ ]

	Always	Often	Sometimes	Seldom	Never
Your supervisor:					
69. Maintains a close working relationship with subordinates.	[ ]	[ ]	[ ]	[ ]	[ ]
70. Maintains a close working relationship with superiors.	[ ]	[ ]	[ ]	[ ]	[ ]

PART B

Directions: 1. Read each item carefully
2. Place an X in the [ ] that describes your opinion.

	Yes	No
1. Does the Bureau expect too much work from you on your job?	[ ]	[ ]
2. Is your present job the kind of work you would like to keep doing for a living?	[ ]	[ ]
3. Have you ever felt that you are not learning anything on your job?	[ ]	[ ]
4. Do you sometimes feel that your job counts for very little in the Bureau?	[ ]	[ ]
5. Does your job allow you to use your abilities as much as you would like?	[ ]	[ ]
6. If you were going to work for another agency, would you like to do the same kind of work that you are now doing?	[ ]	[ ]
7. Do you feel that you are doing something worthwhile on your job?	[ ]	[ ]
8. Would you take a different job at the same rate of pay in your office if it were offered to you?	[ ]	[ ]
9. Is your job often dull and monotonous?	[ ]	[ ]
10. Would you say that you worked at an interesting kind of job?	[ ]	[ ]

APPENDIX C

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IN REPLY REFER TO

1400-410
C-950.2

United States Department of the Interior

BUREAU OF LAND MANAGEMENT

STATE OFFICE
Federal Office Building
2800 Cottage Way
Sacramento, California 95825

August 25, 1981

Instruction Memorandum No. CA-81- 299
Expires: 9/30/82

To: Persons Requested to Complete the Questionnaire to Assist in Development of Training Courses

From: Chief, Division of Management Services

Subject: Due Date Extension
FD: 09/18/81

To those of you who completed the questionnaire on Development of Training Courses your response is very much appreciated and we thank you. However, we have not received enough responses for a meaningful analysis.

We realize that many of you have been on vacation or out in the field and may not have seen the questionnaire until after the July 31, 1981 deadline. Because we need only a few more responses we are requesting those of you who thought it was too late to respond to dig out the questionnaire, complete it, and return it to C-950.2 by September 18, 1981.

If you have discarded the questionnaire, please call Roland Rush at FTS 468-4821 and another one will be mailed to you.

Thank you for your cooperation.

Roland A. Rush

Distribution
WO 830 (1)
DSC 559A (3)

United States Department of the Interior

BUREAU OF LAND MANAGEMENT

STATE OFFICE
Federal Office Building
2800 Cottage Way
Sacramento, California 95825

August 25, 1981

Instruction Memorandum No. CA-81-339
Expires: 9/30/82

To: Persons Requested to Complete the Questionnaire to Assist in Development of Training Courses

From: Chief, Division of Management Services

Subject: Due Date Extension
FD: 09/10/81

To those of you who completed the questionnaire on Development of Training Courses your response is very much appreciated and we thank you. However, we have not received enough responses for a meaningful analysis.

We realize that many of you have been on vacation or out in the field and may not have seen the questionnaire until after the July 31, 1981 deadline. Because we need only a few more responses we are requesting those of you who thought it was too late to respond to dig out the questionnaire, complete it, and return it to C-930.2 by September 10, 1981.

If you have discarded the questionnaire, please call Roland Nash at FTS 468-4821 and another one will be mailed to you.

Thank you for your cooperation.

Distribution
WO 830 (1)
DSC 8594 (3)

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